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ABSTRACT

A comprehensive career education program (K-14) was developed and implemented in a three-county non-urban area of Missouri. Curriculum guides were developed by teachers from the 10 participating schools in career awareness (K-6), career exploration observation (7-9), secondary component (10-12), and occupational cluster curriculum development. Over 2,400 junior high students were given an opportunity to participate in summer work exploration and observation activities. A centralized job development, placement, and followup office to serve the 10 participating schools was established as well as a resource library of career education materials. All graduating seniors in 1974 and 1975 were followed up by telephone survey. The report briefly describes activities, summarizes results and accomplishments, and presents conclusions and recommendations. A bibliography of books, pamphlets, articles, reports, speeches, and project-developed instructional materials is included. A major portion of the report consists of a resource list of the audiovisual library collection. Also included is a list of the curriculum guides and other project-developed materials with order form and availability information. (Author/NJ)

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FINAL REPORT

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Project No. 502A750069
Grant No. OEG-0-73-5311

A Proposal to Develop and Implement A Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

State Fair Community College in cooperation with ten area school districts was selected by the United States Office of Education to administer a career education grant program under the provisions of Section 142 (c) of Part D of the Vocational Education Amendments of 1968. This final report is for the three year reporting period which ended May 31, 1976.

The major purpose of the project was to develop and implement a comprehensive program of career education K-14 in a three-county non-urban area in Missouri. The components of the program were (1) Career Awareness, and Career Development K-6, (2) Career Exploration and Work Experience, grades 7-9, (3) Secondary Component, grades 10-12, (4) Curriculum Development and Implementation of Cluster Occupations in grades 11-12 with articulation into grades 13-14 career programs, and (5) Job Development, Placement, and Follow-Up.

The major goals of the project were: (1) To implement a broad program of career awareness K-6 by providing materials and technical assistance to all participating schools; (2) To implement a broad program of career exploration 7-8 identifying and utilizing community resources and by providing materials and technical assistance to all participating schools; (3) To develop activity guides related to subject matter areas that can be integrated into the existing school curriculum at grades 10-12; (4) To expand skill training opportunities available to youth in grades 11-12 through the design and implementation of cluster curriculum and to provide for advanced placement into career programs in grades 13-14; and, (5) To design and implement a comprehensive program of job placement and follow-up services to assist youth leaving the school system in securing employment.

The goals were achieved through a combination of in-service meetings with project schools, released time building coordinators, designated teachers, administrators, guidance counselors, and curriculum development activities carried on with the use of advisory committees.

In Component I (Career Awareness K-6) in-service meetings were conducted with designated teachers from the ten participating school districts. The purposes of the in-service meetings were to orient teachers to career education and to develop and implement curriculum guides in various grade levels. A total of four curriculum guides were produced during the term of the project. These included Elementary K-2, Elementary 3-4 Volume I, Volume II, and Elementary 5-6.

In Component II (Career Exploration and Work Experience 7-9) in-service meetings were conducted with designated teachers from the ten participating school districts. The purposes of the in-service meetings were to orient teachers to career education and to develop and implement curriculum guides for grade levels seven through nine. A total of nine curriculum guides were developed during the term of the project.

In addition to the curriculum development activities, an audiovisual library was established at State Fair Community College and houses over 700 books, pamphlets, kits, films, and other resource materials available for use in the participating schools.

Summer career exploration and observation opportunities were made available to all eighth and ninth grade students and over 2,400 students had an opportunity to participate in this part of the program. A total of 550 students participated in actual on-the-job experiences during the summer months.

After having completed the first year of the project, an addendum to the overall project proposal was submitted and approved by the Regional Office, Kansas City, Missouri. This addendum established the Secondary Component (10-12). A total of seven secondary curriculum guides were developed utilizing designated teachers from the ten school districts.

In Component IV, cluster curriculum development, four cluster guides were developed through the use of program advisory committees and in-staff development at State Fair Community College. The four guides produced included the following: (1) Secondary Office Occupations, (2) Secondary Marketing Occupations, (3) Secondary Health Occupations, and (4) Secondary Agriculture Occupations.

In the Job Development, Placement, and Follow-Up Component, meetings were held with area guidance counselors and other representatives to develop the centralized Job Placement Office for graduating seniors.

In the three years of operation, all graduating seniors for 1974, 1975 and 1976 had an opportunity to register with the job placement component. Of approximately 2,400 seniors during the three year period, 500 seniors registered with the placement office.

The graduating classes of 1974 and 1975 were followed up with the use of a telephone survey instrument and results of the surveys may be found in the appendix.

Results and accomplishments for the three years of the project can be summarized as follows:

(1) Curriculum guides were developed by teachers from the participating schools in Career Awareness K-6, Career Exploration Observation, Grades 7-9, Secondary Component 10-12, and Occupational Cluster Curriculum Development,

(2) All junior high students (Grades 8-9) had an opportunity to participate in the Summer Work Observation activities,

(3) Establishment of a centralized job development, placement and follow-up office to serve the ten participating school districts took place,

(4) All graduating seniors in 1974 and 1975 were involved with

the follow-up activities through the use of a telephone follow-up technique,

(5) Establishment of a resource library of career education materials housed at State Fair Community College which includes over 700 books, pamphlets, films, kits, for use in the participating school districts,

(6) Use of release-time building coordinators for each building and each grade level K-6, 7-9, 10-12, that served as change agents in these buildings.

Third party evaluation for the project was on a contract basis with Development Associates, Inc., Washington, D.C. Project Director of the evaluation was Mr. Mike Juarez, Area Manager, Development Associates, Denver, Colorado, The evaluation of the project was according to the Draft Guidelines for the Evaluation of Career Education Programs, published by the United States Office of Education, and centered upon student outcomes in grades 6-9-12, and management of the project.

A number of conclusions and recommendations may be made from the activities and findings of the Career Education Project for the three year period. The major conclusions are:

1. The release-time building coordinator concept utilized in each building made a desired positive impact on teachers and was viewed as an effective method of involving more individuals,

2. All ten school districts were cooperative in allowing teachers to attend in-service meetings and develop curriculum materials,

3. Extensive use of the Career Education Resource Library took place and projections for future usage continue at a high rate,

4. A high percentage of the teachers involved with the Career Education Project for the past three years felt they had personally benefited from the project in addition to the benefit received by the school,

5. Students in the various grade levels were exposed to a variety of methods, techniques, and activities that integrated career education into the existing curriculum,

6. The newsletter method of disseminating information seems to be appropriate and an effective method of keeping individuals informed.

In terms of recommendations, the following should be considered:

1. Because of the diversity of districts and the distance between districts, future projects should consider fewer districts within a smaller radius,

2. Release-time building coordinators should be utilized in other projects as a technique to involve more building participants,

3. Specific in-service training activities should concentrate on principals of local buildings in an attempt to gain their support and cooperation,

4. Work exploration and observation activities should be planned throughout the entire school year as well as the summer months to involve more students and to avoid summer conflicts of students,

5. At least two years should be considered the length of time needed to establish, promote, and implement an effective job development, placement and follow-up component and that these responsibilities should be given to an individual that has professional courses and experiences in this area,

6. Plans for continuation of successful aspects of the project, e.g., the Career Resources Center, should be provided with budgeting assistance from agencies desiring to receive these services,

7. Graduate credit should be provided for all in-service activities whenever possible,

8. The Management by Objectives approach to project organization and management should be utilized by other projects and provides an effective system of evaluation of duties and responsibilities.

PROBLEM

For large numbers of youth, the public school system represents a maze of meaningless activity leading nowhere. They fail to see any relationship between their current school experience and some identifiable step beyond school. Such a view is especially common to the large percentage who do not continue on to higher education.[1]

"There is something fundamentally wrong with the way in which youth move from school to work," states the National Committee on Employment on Youth. The teenage unemployment rate in this country--which ranges between 15 to 20 percent--is the highest of any western nation.

During the 1970-71, 3.7 million young people left formal education. Of these, nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their promise. Many left with no marketable skill whatever. Some 850,000 dropped out of elementary or secondary school; 750,00 graduated from the high school general curricula; 850,000 left college without a degree or completing an organized occupational program. These people represent an educational outlay of 28 billion dollars--about one-third of the amount spent on education in the country last year.[2]

Commissioner Marland pointed out that the current vocational offerings in the nation's schools are not meeting the national manpower needs and that a priority of the U.S.O.E. will be to move present programs in low demand occupations to those where national shortages exist.[3]

The Federal Government is required to spend close to one billion dollars per year in manpower programs (such as the Job Corps and the Neighborhood Youth Corps) for youth unable to find their place in the labor market.

For the first time in the nation's history, substantial numbers of youth are challenging the work ethic. They are role-oriented rather than goal-oriented and some are even withdrawing from work as a life

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[1]Bottoms and Matheny, "Occupational Guidance, Counseling, and Job Placement for Junior High and Secondary School Youth," p.1.

[2]Speech by Dr. Sidney P. Marland, Jr., delivered at the Conference of Pennsylvania Personnel and Guidance Association, Pittsburg, Pennsylvania, November 14-15, 1971.

[3]Speech by Dr. Sidney Marland, Jr., delivered to the National Association of Secondary School Principals, Dallas, Texas, January, 1971.

activity. A national survey of over 40,000 high school seniors indicated that 80 percent felt that they needed assistance with educational and career planning.[4]

Other groups have pointed to what they consider to be the problems. The National Advisory Committee on Vocational Education has stated:

> At the very heart of the problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, students. We are all guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations, and our silent support, is snobbish, undemocratic, and a revelation of why schools fail so many students.

The National Committee for the Employment of Youth states:

> Ours is a front-end loaded educational system. All the education comes in the beginning, and this is supposed to equip a person for work for the rest of his life. There is a linear lock-step that structures 12 or 16 or 20 years of school in the beginning and then no more school but only work. At school youth is taught not only what he or she can use immediately upon being employed but also that knowledge and skill which cannot be used, in many cases, until years later at the height of one's career. No effort is made to space out education to such periods as are more timely for its use. The inflexible and artificial separation of school from work prevents an orderly and logical sequence of learning and experience.

In response to these national shortcomings in our educational outputs, Commissioner Marland has called for a new orientation of education starting with the earliest grades and continuing through high school--that would expose the student to the range of career opportunities, help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition.[5]

The same conditions presented in U.S.O.E. and other statistics and verbalized by Marland are also present in Missouri. Data received from the Guidance Section of the Missouri State Department of Education indicates

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[4]Speech by Dr. Frank Wellman delivered at Four-State Regional Workshop on Career Education, Kansas City, Kansas, November 16, 1972.

[5]"Marland on Career Education," American Education Magazine, Reprint, November 1971.

that the Missouri dropout rate has increased from 14,733 in 1966-67 school year to 18,122 students in 1970-71 school year. During the same period of time, the percentage of high school graduates entering college has been declining (45 percent in 1966-67 to 41.17 percent in 1969-70).

Missouri youth are experiencing more difficulty in making the transition from school to work. In 1966-67, 30.1 percent of the high school graduates entered the job market. This percentage declined to 25.6 percent in 1969-70.[6]

In an attempt to combat the increasing numbers of dropouts, the Missouri State Department of Education Guidance Section is providing leadership to local school counselors in a program to identify potential school dropouts and provide these individuals with personalized counseling services. This program is not accompanied by a movement to change curricular patterns in the local school districts and counselors are limited to local school educational resources which in many cases are not geared to meet the needs of potential dropouts.

Dr. Frank Drake, Coordinator of Career Education, Missouri State Department of Education, expressed a concern for bringing vocational program offerings into a more direct relationship to current labor market needs and that this would be a number one priority of the Missouri State Department in new program planning.[7]

In an attempt to provide valid labor market data for local planning needs, the Missouri State Department of Education Research Coordinating Unit has obtained an Economic Development and Ozark Regional Commission Grant to develop a system (MOTIS) to collect, analyze, and disseminate labor market data. However, at the present time neither the Missouri State Department of Education nor any local school system is engaged in a program of curriculum development designed to broaden career opportunities keyed to Missouri's emerging labor market needs as identified by the system.

A Missouri State Department of Education draft publication concerning educational goals for Missouri states that each individual should be provided with systematic and sequential activities at all levels to facilitate educational-occupational decision making appropriate to his stage of maturation. These activities should be related to the social

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[6]Data received from Guidance Section, Missouri State Department of Education. Phone conversation with Charles Foster, Director of Guidance Services, on November 13, 1972.

[7]Speech by Dr. Frank Drake delivered to Missouri Guidance Association, Section of Missouri Vocational Association, Columbia, Missouri, July, 1972.

significance of work, occupational exploration, occupational preparation, and adult occupational education.[8]

The availability of these planned career components within a school system has a direct relationship to their classification by the State Department of Education and is a cause of concern to Missouri school administrators and boards.

In most cases, they are not convinced that career awareness, career exploration, occupational preparation, and job placement are functions of the public schools. In those cases where boards and administrators are convinced of the value of a comprehensive program of career education, they lack the resources (finances and staff expertise) to design and implement a program broad enough to meet these total student needs. Bottoms states that the operation of a comprehensive program within the framework of a single school is beyond the resources of most schools and suggests that an operational model might cut across several systems.[9]

Bottoms also adds that experiences to promote career development for youth must be sequentially organized at all grade levels and cannot be a one-shot approach.

This proposed project addresses itself to the design and implementation of a broad comprehensive program of career education in a three-county (Saline, Pettis and Benton) non-urban area of Missouri.

There are no programs of Career Awareness and Development (K-6) in any of the schools located in the three-county area, and there are no continuous planned programs of career exploration and work experience in operation in any of the schools. Skill training at the high school level is available at the Marshall Area Vocational School and several of the other area comprehensive high schools. This skill training is not available to all 11th and 12th grade students in the area and no developmental work has been done in implementing the cluster curriculum concept to broaden career opportunities. Marshall Area Vocational School has added a placement specialist to their staff. (The placement program has not been completely developed to date.) School placement services are not available to the students in any of the other school systems cooperating in the project.

To our knowledge, no school system in Missouri (or combination of school systems) has implemented a comprehensive program of career education, K-14.

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[8]Mallory, Arthur L., Educational Goals for the State of Missouri, Missouri State of Department of Education, Preprinted Copy, November 1972.

[9]Bottoms and Matheny, op. cit., p. 13.

OVERALL GOALS AND OBJECTIVES OF THE PROJECT

1. To implement a broad program of career awareness K-6 by providing materials and technical assistance to all participating schools.

2. To implement a broad program of career exploration 7-8 by identifying and utilizing community resources and by providing materials and technical assistance to all participating schools.

3. To design and implement a broad program of work experience and work observation that would be available to all youth enrolled in grades 9-10 in the cooperating schools.

4. To expand skill training opportunities available to youth in grades 11-12 through the design and implementation of cluster curriculum and to provide for advanced placement into career programs in grades 13-14.

5. To design and implement a comprehensive program of job placement and follow-up services to assist youth leaving the school system to secure employment.

DESCRIPTION OF PROJECT

In 1972 State Fair Community College in Sedalia, Missouri, recognized the need to implement a program involving career education into the school districts that comprise the community college district. After several meetings with interested districts, State Fair Community College submitted a proposal to develop and implement a comprehensive career education program K-14 in this three-county non-urban area in Missouri to the U. S. Office of Education. In May 1973 State Fair Community College, in cooperation with Marshall Public Schools in Saline County; Sedalia School District #200, La Monte R-IV, Smithton R-VI, Green Ridge R-VIII, Hughesville R-V, and Sacred Heart (a parochial school system) in Pettis County; and Cole Camp R-I, Lincoln R-II, and Warsaw R-IX in Benton County received a grant to implement the proposal under Part D of the Vocational Education Act, as amended.

The proposed components of the model were: (1) a program of career awareness and career development K-6, (2) a program of career exploration and work experience grades 7-9, (3) a secondary component 10-12, (4) a program of skill and curriculum development in cluster occupations in grades 11-12 articulated with specific career opportunities at the post-secondary level 13-14, and (5) a planned program of job development and job placement for all individuals leaving the school system at any level. A model for the selection, development, and evaluation of materials and activities to be utilized within each of the components was adopted or developed by the project staff.

The project was designed to serve a wide geographic area and a relatively large population of students, teachers, and school personnel in grades K-14. Appendix A contains a map of the three-county geographic and Table 1, page 10 quantifies the school's populations in the three years served by the project.

TABLE 1
Descriptive Information About Districts
1973-1976

School	Students Elementary Level K-6			Students Junior High Level 7-8-9			Students Senior High Level 10-11-12		
	1973-1974	1974-1975	1975-1976	1973-1974	1974-1975	1975-76	1973-1974	1974-1975	1975-76
Cole Camp	352	329	320	203	176	167	111	157	158
Lincoln	250	244	233	157	139	135	77	119	119
Warsaw	510	486	498	183	265	252	487	222	246
Marshall	1383	1331	1353	851	634	635	203	561	634
Marshall Area. Voc.	0	0	0	0	0	0	218	218	218
Sacred Heart	190	183	170	154	92	65	59	106	125
Hughesville	233	205	202	140	126	110	66	87	84
Sedalia 200	2575	2497	2429	938	902	830	1603	1140	1660
Green Ridge	206	253	267	153	126	100	74	110	104
Smithton	346	338	309	213	161	183	85	156	148
La Monte	194	184	190	159	94	97	65	90	93
Total	6239	6047	5971	3151	2709	2574	3048	3006	3589

State Fair Community College	Students	Faculty
1973-1974	970	68
1974-1975	1094	68
1975-1976	1567	75

In order to involve representatives from each school district, community leaders, teacher educators, State Department of Education personnel, and business and industry leaders, a project advisory committee was organized the first year of the project to provide guidance and support to the project. The project advisory committee met during the three year period and was the basis for approval of some methods used during the project.

The project components included (1) Career Awareness, grades K-6; (2) Career Exploration and Work Experience, grades 7-8-9; (3) Secondary Component, grades 10-12; (4) Cluster Curriculum Development, grades 11-12; and (5) Job Development, Placement and Follow-Up Services. The five components are described in the following sections with information concerning the goals for each component and the methods, materials, instruments, and techniques utilized to accomplish these goals.

Career Awareness K-6

Component I involved career awareness in grade levels K-6. During the first year of the project, grade levels K-2 were involved with the project, the second year, grades 3-4 were included, and grades 5-6 were concentrated upon the third year.

The major goals of the component were:

GOAL: 1. IDENTIFY, COLLECT, AND SELECT OR REPACKAGE CAREER AWARENESS MATERIALS APPROPRIATE FOR USE IN AREA ELEMENTARY SCHOOL PROGRAMS IN GRADES K-6.

Curriculum guides were collected from various federal and state funded career education projects and have been included in materials found in the Career Resources Center. Guides were received from 42 states which represented state-wide model projects or projects in individual school districts located in that state. These curriculum guides were used in the developmental work and as resource materials for the elementary teacher workshops.

In addition to the curriculum guides and models that were collected and utilized, commercially produced materials were included in the collection and were made available to participating elementary teachers. Appendix B includes the resource list of the audiovisual library housed at State Fair Community College and the materials which have been designated for use in the elementary grades. To further facilitate the use of some of these materials, workshops were developed, and consultants utilized to show teachers how to implement these materials into their existing curriculum. A list of the locally developed materials to aid teachers in implementing career education into their classrooms may be found on pages 33, 34, and 35.

GOAL: 2. DEVELOP AND CONDUCT WORKSHOPS DESIGNED TO ORIENT LOCAL PUBLIC SCHOOLS TO CAREER EDUCATION AND CAREER DEVELOPMENT THEORIES AND PRACTICES AND TO PROVIDE MATERIALS AND PROFESSIONAL ASSISTANCE TO ELEMENTARY SCHOOL PERSONNEL IN INTEGRATING THESE MATERIALS INTO THE CURRICULUM.

A total of eleven curriculum development workshops were held during the three year period and involved a total of 64 designated elementary teachers from the ten participating school districts.

In addition to these workshops two Summer Institutes were held and made available to elementary teachers. These included an institute to field-test materials that were developed and an audiovisual workshop for elementary teachers to produce shoe-box kits. A list of the shoe-box kits developed may be found on page 35.

Workshops were conducted with each school district to show individual teachers how to use and implement curriculum guides as developed by the designated teachers.

Various public relations and promotional programs were presented to local PTA and PTO organizations throughout the three year period.

GOAL: 3. DEVELOP AND MEDIATE SELF-INSTRUCTION PACKAGES TO ASSIST ELEMENTARY SCHOOL PERSONNEL IN THE USE OF THE CAREER DEVELOPMENT MATERIALS.

Four curriculum guides were produced by elementary teachers from the ten participating school districts. These four guides included: Career Education, Learning With a Purpose, K-2; Career Education, Learning With a Purpose, 3-4; Volumes I and II; and Career Education, Learning With a Purpose, 5-6.

Each curriculum guide included career related activities for the various grade levels, audiovisual materials to be used, sources of free occupational information and field trip sites and guest speaker listings for the three county area.

GOAL: 4. PROVIDE MATERIALS AT COST AND PROFESSIONAL ASSISTANCE, AS TIME IS AVAILABLE, TO OTHER MISSOURI PUBLIC SCHOOL DISTRICTS WHO DESIRE TO IMPLEMENT A CAREER AWARENESS PROGRAM.

Materials produced on the project site were made available at cost to other Missouri public school districts and to individuals in other states. Orders for elementary curriculum guides were received from 30 states and 66 school districts in Missouri.

A list of materials available from the project may be found in Appendix C.

Programs about career awareness activities and how to implement them into their districts were presented at numerous in-service meetings, professional organization meetings, and civic and business organizations.

Career Exploration and Work Experience 7-9

Component II involved Career Exploration and Work Experience, grade level 7-8-9. The major goals of the component were:

GOAL: 1. TO IDENTIFY AND SECURE THE COOPERATION OF AND TRAIN COMMUNITY RESOURCE PEOPLE TO ASSIST SCHOOL PERSONNEL WITH CAREER EXPLORATION ACTIVITIES AND TO SCHEDULE THESE RESOURCE PEOPLE INTO LOCAL CLASSROOMS.

During the past three years continued effort has been given to identifying and securing the cooperation of community resource people to assist school personnel with exploration activities. Approximately 275 sites have been secured through the efforts of local teachers and project staff members.

The training of these resource people was accomplished through presentations to over 25 civic organization meetings in addition to resource procedure guides being distributed to over 200 community resource individuals.

In the past three years over 100 guest speakers have been coordinated through the junior high component and others by local teachers using the resource list printed in the activity guides.

GOAL: 2. TO IDENTIFY BUSINESSES AND INDUSTRIES THAT WOULD BE APPROPRIATE FOR CAREER EXPLORATION FIELD TRIPS AND TO COORDINATE FIELD VISITATIONS BY LOCAL STUDENTS AND TEACHERS.

Over 50 field trips for participating schools were arranged through the Career Education Project. In addition to these, an eleven page guide for school personnel to use in planning pre and post field trip and guest speaker activities was developed and printed in the activity guides.

A one-week summer institute for 18 junior/senior high teachers to visit area industries and businesses and develop materials coordinating subject areas and experiences provided at these sites was also conducted. Developed through this institute were three slide-tape presentations about careers in these areas. These included Exploring Careers at Town and Country Shoe Company, Exploring Careers at Lamy Manufacturing Company, and Exploring Careers at Rival Manufacturing Company. These three slide-tape presentations were used in local schools as simulated field trips, individual explorations, or for follow-up classroom activities.

GOAL: 3. TO DEVELOP WORK EXPERIENCE OR OBSERVATION STATIONS FOR YOUTH RELATED TO CAREER CLUSTERS AND TO THEIR TENTATIVE CAREER CHOICES.

During the 1974-75 summers, a Summer Work Observation Program was part of the junior high component. During the summer of 1974, ninth grade students in eight of the ten participating schools were given an opportunity to observe career areas and over 125 observations took place.

In the summer of 1975 the program expanded to include all eighth and ninth grade students in each of the ten participating schools. Over 1800 students were surveyed and expressed three areas of career interest. During the summer program these students were contacted and given an opportunity to view an average of 2.25 sites and over 550 observations took place.

GOAL: 4. TO ESTABLISH A LIBRARY OF COMMERCIALLY AVAILABLE CAREER A-V MATERIALS ON THE COLLEGE CAMPUS AND SUPPLEMENT THEM WITH LOCALLY PRODUCED MATERIALS AND TO MAKE THESE MATERIALS AVAILABLE TO LOCAL TEACHERS AND SCHOOL PERSONNEL.

The establishment of the Career Education Library took place the first year of the project and an Audiovisual Library Handbook was printed and distributed to the participating school districts. Included in the handbook were the policies and procedures related to using the Audiovisual Library.

Throughout the term of the project, materials were ordered, cataloged, and included in the materials available for use by the participating districts. Included in the Library are over 700 kits, books, pamphlets, realia, posters, games and puzzles, filmstrips, audio-cassettes, microfilm and films. A list of all materials housed in the Career Education Resource Center may be found in Appendix B.

In addition to the commercially purchased materials, locally produced materials included 16 shoebox kits, 12 slide-tape presentations, four self-instructional units for producing audiovisual materials, and four video-tapes.

GOAL: 5. TO DEVELOP APPROPRIATE CAREER EXPLORATION GUIDES FOR USE BY LOCAL TEACHERS AND TO CONDUCT WORKSHOPS AND PROVIDE CONTINUED TECHNICAL ASSISTANCE TO THESE INDIVIDUALS.

Over the past three years, 11 in-service workshops were held to provide training and technical assistance to 45 selected local teachers from the participating schools.

A total of nine career education activity guides were produced and these guides included: Career Exploration, Career Information, Home Economics, Social Studies, English, Science, Mathematics, Industrial Arts, and a Manufacturing guide covering all subject areas. In addition, each guide included sources of free occupational information, audiovisual materials, field trip sites, and guest speakers listings for the three county area.

GOAL: 6. TO DEVELOP AN INDIVIDUALIZED MEDIATED SELF-INSTRUCTIONAL PACKAGE TO ASSIST TEACHERS IN USING CAREER EXPLORATION MATERIALS AND A-V AND COMMUNITY RESOURCES IN THEIR COURSES.

An 82 page self-instructional guide on career education in the junior high school was developed and distributed to over 300 junior/senior high school teachers in all school districts. This guide included general career education philosophy, goals, and concepts along with specific applications in regular classroom settings. Along with this information a section was devoted to how to develop career education activities for classroom use.

In-service on the use of the package was provided for the Career Education Coordinators from each school who in turn provide local teachers with assistance individually.

Secondary Component 10-12

After the completion of the first year of the project, staff members expressed concern that secondary teachers 10-12 who teach academic subject matter courses were not being involved under the present structure of the project.

With this in mind, an addendum to the original proposal entitled, "Secondary Component 10-12" was submitted and approved by the Program Officer, Regional Office, United States Office of Education, Kansas City, Missouri.

The objectives of the Secondary Component 10-12 were:

GOAL: 1. TO ORIENT 10-12 TEACHERS AND STUDENTS, ADMINISTRATORS, AND COUNSELORS FROM THE TEN PROJECT SCHOOLS TO THE CAREER EDUCATION CONCEPT AND TO THIS PROJECT'S PHILOSOPHY AND GOALS.

In-service meetings were conducted with each district which were attended by all teachers, administrators, and counselors from the ten project schools. Additional in-service meetings were conducted with two of the districts and involved all secondary level teachers, counselors, and administrators.

GOAL: 2. TO ACTIVELY INVOLVE AS MANY SCHOOL PEOPLE AS POSSIBLE FROM THE PROJECT SCHOOLS IN INTEGRATING CAREER EDUCATION ACTIVITIES INTO THE PRESENT CURRICULUM AND THEREBY FIRMLY ESTABLISH THE CAREER EDUCATION CONCEPT.

A total of 42 secondary teachers were designated to work with the project during the second and third year of the project. Curriculum guides from other projects as well as commercially produced materials were acquired and were used as the base for integrating career education activities into their present curriculum.

Nine teachers were also designated as secondary building coordinators for the third year of the project. These individuals worked within their own building to disseminate career education information and to encourage the use of career education activities.

During the summer, 1975, a secondary institute was held for five secondary teachers and five guidance counselors and involved the training of these individuals as facilitators for the Life Career Development System (LCDS), as developed by Human Development Services, Inc., Ann Arbor, Michigan.

GOAL: 3. TO DEVELOP GUIDES OF ACTIVITIES USED AND SUGGESTIONS FOR STRATEGIES TO EFFECTIVELY INTEGRATE CAREER EDUCATION INTO THE SCHOOL CURRICULUM TO BE USED BY THE PROJECT SCHOOLS AND DISSEMINATED TO OTHER SECONDARY SCHOOLS INTERESTED IN IMPLEMENTING A PROGRAM OF CAREER EDUCATION.

Seven curriculum guides were developed by designated secondary teachers from the ten project schools and involved the areas of Art, English, French, Industrial Arts, Physical Education, Science, Business, Music, Metrics, Special Education, Foreign Language, Home Economics, Mathematics, and Social Studies. An additional strategy that was used included the Cadet Teaching Program, which has now been instituted into two of the project schools.

Career Cluster Curriculum Development 11-12

Component IV involved articulated occupational cluster curriculum development and implementation for grade levels 11-12.

The goals of this component were:

GOAL: 1. TO DEVELOP SIX CLUSTER CURRICULUM GUIDES APPROPRIATE FOR THE 11TH AND 12TH GRADE LEVELS, ONE IN THE AREA OF AGRICULTURE, ONE IN BUSINESS AND OFFICE OCCUPATIONS, AND IN FOUR OTHER SELECTED AREAS BASED ON DATA COLLECTED BY THE MISSOURI STATE R.C.U.

A total of four cluster curriculum guides were developed at the end of the second year of the project. These guides included Secondary Office Occupations, Secondary Agriculture Occupations, Secondary Marketing Occupations, and Secondary Health Occupations. It was also decided at this time to discontinue the production of the other two areas needed to complete the goal and to concentrate on the field testing and revision of the four previously produced guides. The third year of the project was involved with the activities decided above to meet this objective.

GOAL: 2. TO IDENTIFY SPECIFIC POST-SECONDARY CURRICULUM RELATED TO THE SELECTED CLUSTERS, TO DEVELOP GUIDELINES FOR ARTICULATION AND ADVANCED PLACEMENT, TO SUGGEST REVISIONS IN THE POST-SECONDARY SEQUENCE, WHEN APPROPRIATE, AND TO DISSEMINATE THIS INFORMATION TO ALL MISSOURI PUBLIC SCHOOLS AND COMMUNITY COLLEGES.

Post-secondary curriculum related to the selected clusters have been identified by instructors at State Fair Community College and articulation and advance placement is provided to students who have completed the secondary cluster programs and can successfully demonstrate their achievement of the competency.

Information concerning the cluster program development and articulation has been made available to other Missouri Public Schools and Community Colleges.

GOAL: 3. TO IMPLEMENT ON A REGULAR VOCATIONAL PROGRAM BASIS THE CURRICULUM DEVELOPED BY THE PROJECT STAFF. BUSINESS AND OFFICE AND AGRICULTURE CLUSTERS WILL BE IMPLEMENTED AT THE END OF THE FIRST PROJECT YEAR AND TWO ADDITIONAL CLUSTERS WILL BE IMPLEMENTED AT THE END OF EACH SUCCEEDING PROJECT YEAR.

Through the facilities of State Fair Community College and Area Vocational School secondary programs are offered to area high school districts. During the second year of the project, Business and Office and Agriculture cluster programs were offered through the Area Vocational School. A total of 60 secondary students were involved in these programs.

During the third year of the project, Marketing Occupations and Health Occupations were offered to secondary students in addition to the two previous clusters and a total of 112 students were involved.

GOAL: 4. TO ASSIST OTHER MISSOURI AREA SCHOOLS, COMMUNITY COLLEGES, AND PUBLIC SCHOOL SYSTEMS TO IMPLEMENT CAREER PROGRAMS UTILIZING THE MATERIALS DEVELOPED BY THE PROJECT STAFF UPON REQUEST AND AS TIME IS AVAILABLE.

Cluster curriculum materials have been made available to other Missouri area schools, community colleges, and public school systems. Several of these schools have been involved with the field testing activities related to each of the cluster areas.

Job Placement, Job Development, and Follow-Up

Component V of the project involved the Job Placement, Job Development, and Follow-Up activities related to career education.

The major goals of this component were:

GOAL: 1. TO ESTABLISH A CENTRALIZED PLACEMENT OFFICE TO SERVE AS A CLEARINGHOUSE OF JOB INFORMATION FOR ALL THE SCHOOLS COOPERATING IN THE PROJECT.

During the first year of the project, meetings were conducted with administrators, and guidance counselors in each school and the procedures were established which later led to the establishment of the centralized placement office.

The Job Development, Placement, and Follow-Up data were collected and disseminated through a designated placement specialist from each district which in most cases was the local guidance counselor or administrator designated with this responsibility. During the first year, in several of the smaller rural schools, the administrator was designated as the placement specialist as no part-time or full-time guidance counselor was employed by the district.

During the three years of the project, 244 job orders representing 801 industrial job openings were sent to the ten schools involved with the project and were posted on bulletin boards located in the schools. Information was also sent to schools about several jobs in other parts of the country, overseas job information, federal trade commission information about selecting private vocational schools, vocational rehabilitation services available, apprenticeship information, and training positions available.

In addition to all this information, two job placement directories were published which included local employer information, and how to locate a job. Contacts with employers involved over 648 contacts by letter, by person or by phone.

GOAL: 2. TO PROVIDE JOB PLACEMENT SERVICES TO ALL STUDENTS SEEKING FULL TIME EMPLOYMENT AS THEY COMPLETE THEIR PROGRAMS OF STUDY AND TO PLACE THESE INDIVIDUALS IN FIELDS RELATED TO THEIR TRAINING.

Several instruments were used during the three years of the project in an attempt to secure data about students seeking full time, part-time and summer employment. These instruments included the Area High School Senior Survey, the McBee Card Registration System, and the Missouri Student Needs Survey.

Programs about job placement services were presented to all seniors in all of the ten school districts and 74 seniors were registered with the job placement office the first year, 163 the second year and 183 the third year. The above total represents eight percent, 19 percent, and 21 percent of the graduates, respectively. In addition to these students, enrollees of the Marshall Area Vocational School and the State Fair Area Vocational School

were provided job placement services through their institutions by programs initiated the second year of the project, and a total of 228 students utilized these services.

During the third year of the project, 43 percent of the 836, 1976 graduates were registered for placement services and only those students that signed a consent form were provided placement services due to the Family Rights and Privacy Act.

GOAL: 3. TO DEVELOP A WORKING RELATIONSHIP WITH AREA EMPLOYERS AND PERSONNEL MANAGERS AND TO CONDUCT AN ORGANIZED PROGRAM OF JOB DEVELOPMENT.

During the three year project, 500 letters enclosing business reply cards were sent to area employers informing them of the services being offered through the Career Education Project. From these inquiries 190 working relationships with area employers resulted.

The organized program of job development was conducted on a personal visitation basis, along with use of promotional materials, and presentations to local civic and professional groups.

GOAL: 4. TO SUPPLEMENT LOCAL JOB OPENINGS WITH THE MISSOURI STATE EMPLOYMENT COMPUTERIZED STATEWIDE BANK OF JOB ORDERS AND JOB OPENINGS FROM OTHER SOURCES.

During the first year of the project a proposal was submitted to the Missouri State Employment Office to utilize the computerized microfiche job bank statewide system. The proposal involved the use of the microfiche readers in each of the ten secondary schools and the daily microfiche service. The proposal was not approved by the Missouri State Employment Office and further attempts to use the statewide bank of jobs in the local schools was discontinued. Each student was encouraged to register with the Missouri State Employment Office and to utilize the computerized system at the Missouri State Employment Office.

Each year of the project, students were notified of Civil Service openings, Missouri Personnel Division openings, apprenticeship and training programs, and Whiteman Air Force Base positions.

During the three years of the project, local job openings were supplemented with the statewide job openings from the Cooperative Job Placement Service and the Statewide Agri-Business Placement Service housed at State Fair Community College.

GOAL: 5. TO DESIGN AND IMPLEMENT SYSTEMATIC FOLLOW-UP STUDIES TO DETERMINE PLACEMENT AND GET A MEASUREMENT OF JOB ACHIEVEMENT, ADEQUACY OF SKILL DEVELOPMENT, AND WORKER MOBILITY AND PROVIDE ANY COOPERATING SCHOOLS WITH THIS INFORMATION CONCERNING THEIR GRADUATES.

Follow-up studies were conducted of all 1974 and 1975 graduating seniors from the ten school districts.

No measure of job achievement or skill development was collected during the follow-up technique because the participating schools assisting in the design of the follow-up instrument did not feel that the follow-up information other than "what the graduate was doing" was appropriate. Worker mobility or graduate mobility was determined in the follow-up of 1975 graduates.

RESULTS AND ACCOMPLISHMENTS

The results and accomplishments from the three year project may be summarized as follows:

1. Ten school districts expressed an interest in participating in the orginial project in 1972 and at the conclusion of the project ten school districts were still involved in the project. All districts were cooperative in allowing designated and released time building coordinators to attend the meetings as called by the project staff.

2. Individuals that have been involved with the project (elementary, junior high, and secondary teachers) expressed a positive feeling that their involvement and the involvement of their school district had been beneficial.

In an effort to determine the feelings of project participants in relationship to continuation activities of the Career Education Project, a cover letter and card questionnaire were sent to 110 staff members of the ten school districts.

A total of 79 cards were returned for a 71.8 percent return, with 34 responses from elementary teachers, 20 responses from junior high teachers, and 25 responses from secondary teachers. Table 2 shows the responses from the three educational levels.

TABLE 2
Responses by Educational Levels

Questions	Elementary			Junior High			Secondary		
	N=34			N=20			N=25		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
1. Do you feel that involvement in the CE project has benefited your school?	30 88.2%	4 11.8%	0	14 70.0%	6 30%	0	22 88%	2 8.0%	1 4.0%
2. Do you feel that working with the CE project has been beneficial to you as an educator?	34 100%	0	0	17 85%	3 15%	0	24 96%	1 4%	0
3. Would you like some form of a CE program continued in your school?	33 97.1%	0	1 2.9%	16 80%	4 20%	0	23 92%	1 4%	1 4%
	NR=No Response								

3. The curriculum guides as outlined in the original proposal were produced through the use of designated teachers from the participating districts and in-staff contributions State Fair Community College. A total of four elementary, nine junior high, seven secondary, and four cluster curriculum guides were produced during the three years of the project. These guides were made available at cost to other school districts in Missouri and other parts of the country.

4. The newsletter technique of disseminating information was begun the first year of the project and was sent to area teachers, administrators, counselors, advisory committee members, school board members, and other interested persons. Circulation for the first year involved 220 and at the close of the project the mailing list for the newsletter was 749 and was being sent to every state and several territories. In addition to these newsletters being sent from here a sharing of newsletters began and the project received an average of ten newsletters from other projects per month.

5. The establishment of the Career Education Resource Center at State Fair Community College was begun the first year of the project and continued to operate at the end of three years. Over 700 books, kits, films, filmstrips, and other resource materials were available to the participating school districts.

In March 1975, a 12-item questionnaire on the usage of the Career Education Resource Center's material was completed by 70 teachers, 15 counselors, and 25 principals from the ten participating school districts.

All but eight of the 70 teachers (89%) said that they had used materials from the Resource Center. Most of the teachers used kits (66%), followed by filmstrips (34%), and films and cassettes (27% each). The materials were used at all grade levels and reached an approximate average of 35 students per teacher. Almost three-fourths of the using teachers shared the materials with at least one other staff member, most of whom used the materials in their classrooms. Of the 62 teachers who responded to the question, 61% rated the overall quality of CERC materials as excellent, and 31% rated them as good; only 8% said they were fair, and none said that the materials needed improvement. Related to this endorsement is the fact that 95% of the teachers responding said they would attend a workshop to learn about additional materials. It is clear from these findings that the teachers surveyed were using the materials to a high degree and were pleased with their quality.

Almost half of the 25 principals and over half of the 15 counselors reported using resource center materials. This consisted chiefly of kits. The principals tended to use the materials in the elementary grades, probably during assembly programs, while the counselors tended to use them at the higher grade levels. As was the case with the teachers, the principals and counselors rated the materials as excellent or good, and expressed interest in attending workshops devoted to familiarization with additional material.

6. The centralized placement office for the ten school districts was established at State Fair Community College with the help of area guidance counselors and administrators. Job Placement, Job Development, and Follow-Up activities were performed throughout the term of the project and information about area employment, placement, and follow-up was provided to each school district involved with the project.

All seniors for the project year 1974, 1975 and 1976 had the opportunity to register with the centralized placement office. A total of 550 seniors of approximately 2,400 availed themselves of this service. Only the seniors that signed a consent form were provided placement services due to the Family Rights and Privacy Act.

All graduating seniors in the years 1974 and 1975 were followed up with the use of a telephone survey instrument and this data was returned to the participating districts. Responses were received from 96.91 percent in 1974 and 93.2 percent in 1975.

Job development activities were conducted on a continual basis and involved various personal and impersonal techniques to secure job development.

7. All eighth and ninth grade students in all ten school districts had an opportunity to participate in the Summer Work Observation Program the second year of the project. Over 1800 students were contacted an average of 2.25 times and over 550 actual observations took place.

8. The project was organized under the Management by Objectives approach with programs of work being developed each year by each professional staff member. Each staff member had several areas of responsibilities but in general they included, planning, development, implementation, evaluation and public relations. Quarterly reviews were conducted each year and revisions and evaluation of the objectives under each area of responsibility were discussed at the quarterly meetings.

9. The released-time building coordinator concept began the third year of the project and provided on-site assistance to all teachers, administrators and counselors related to career education in each of the buildings. This concept utilized the approach of releasing 33 elementary, junior high, and secondary teachers for one day per month to devote to career education activities. Numerous activities were conducted during these nine released days and included consultation with other staff members about career education, visitations to other career education projects, solicitation and review of materials housed at the Career Education Resource Center, and coordination of all career education activities in that building.

In an exit interview held with building coordinators it was determined that the majority of building coordinators spent more than just the one day coordinating activities in their schools, and that additional time was needed to complete all their activities, and that this concept was valuable in utilizing individuals to act as change agents in the building.

10. The major area of concentration in working with teacher, administrator and counselors involved in-service activities conducted on a periodical basis with each component area. In addition to these meetings conducted each year an all staff one-day in-service meeting for nine of the ten districts was conducted the second year of the project.

Table 3, page 24, illustrates that the number of teachers designated to work with the project staff increased each year from 45 the first year to 66 the third year.

All participants designated to work with the project staff on an in-service basis had an opportunity to enroll in a graduate career education workshop and receive graduate credit for their participation. Graduate credit was granted from the University of Missouri, Columbia, or Central Missouri State University depending upon the student's preference and a total of over 100 staff members received graduate credit while developing career education materials.

11. Staff members (elementary, junior high, secondary and audio-visual) spent an average of three to four days per week in the schools working with designated teachers and other personnel interested in career education. In addition to working with these individuals considerable time was spent working with the release-time coordinator on their released days in their school building.

12. An all day in-service session conducted by the Audiovisual Specialist was held in each building in the ten school districts.

The purpose of the in-service session was to provide instruction to the building staff member in the proper use of audiovisual equipment (16 mm film projector, slide projector, duplicator equipment, and other types of media) and to show them the techniques in producing audiovisual materials. Utilized in these all day sessions were several self-instructional packages for producing audiovisual materials. These packages included Dry Mounting (Hand Iron Method), Laminating (Hand Iron Method), Color Lifting (Hand Iron Method), and Uni-Stencil.

Table 3
State Fair Community College
Career Education Project

School	1973-1974 Commitment Elem K-2	Jr.H 7-8-9	Placement	1974-1975 Commitment Elem 3-4	Jr.H 7-8-9	Secondary 10-11-12	Placement	1975-1976 Commitment Elem 5-6	Jr.H 7-8-9	Secondary 10-11-12	Placement
Hughesville	0	1	1	0	1	1	1	1	1	1	1
Sedalia	7	2	1	8*	2	7	1	8*	2	7	1
Lincoln	1	1	1	1	1	1	1	1	1	1	1
Smithton	3	2	1	1	1	1	1	1	1	1	1
Marshall	3	2	1	3	2	3	1	3	2	3	1
Warsaw	2	2	1	3	1	3	1	3	1	3	1
Cole Camp	1	1	1	1	1	1	1	1	1	1	1
Green Ridge	1	1	1	1	1	1	1	1	1	1	1
Sacred Heart	2	1	1	2	2	2	1	2	2	2	1
La Monte	1	1	1	1	1	1	1	1	1	1	1
Totals	21	14	10	21	13	21	10	22	13	21	10
N=45				*Does not include 2 elementary guidance counselors N=65				*Does not include 2 elementary guidance counselors N=66			

[1] Designated teachers were released for three days of in-service training conducted by the SFCC Career Education Project Staff.

EVALUATION OF PROJECT

The third party evaluation of the project was conducted by two different agencies over the period of three years.

The first year's evaluation was conducted by Dr. James Pershing and associates, The University of Missouri at Columbia. The evaluation during the first year was centered around the process and product approach to evaluation and involved on-site interviews with teachers, counselors, and administrators.

The second and third year evaluations were conducted by Development Associates, Inc., Washington, D.C., with Mr. Mike Juarez, Area Manager, Denver, Colorado as Project Director for Evaluation.

The second year's evaluation involved the assessment of student outcomes in grades 3-9-12, use of the Career Resource Center, teacher usage of curriculum guides, and financial management of the project.

The third year of the project involved the assessment of student outcomes in grades 6-9-12, and management of the project objectives.

The evaluation report as filed by the third party evaluator is included under separate cover but is included as part of the final report.

CONCLUSIONS/IMPLICATIONS/RECOMMENDATIONS

A number of conclusions, implications, and recommendations may be drawn from the activities, methods, techniques, and procedures utilized for this three year period of the Career Education Project.

Conclusions

1. The findings presented throughout the three years show a positive impact and image created by the Career Education Project.

2. Released-time building coordinators had a positive impact upon career education activities in their buildings and encouraged additional career education activities as time permitted. It is also concluded that released-time teachers spent additional time (more than the one day per month) coordinating activities in their buildings.

3. Teachers, counselors, and administrators made use of the Career Education Resource Library and the availability of these materials had a positive effect upon integrating career education into the existing school structure.

4. Job Development, Placement, and Follow-Up activities were performed as a service to participating school districts and that students will utilize these services if they are aware of them.

5. Job Development, Placement, and Follow-Up activities should be centered with individuals that have had professional training and experiences in these areas. That two years should be considered the necessary time to develop a functioning job development, placement and follow-up component.

6. Integration of career education activities into the existing curriculum is a valuable pattern of implementation with the utilization of local teachers, counselors, and administrators.

7. Utilization of professional staff members in districts to develop curriculum materials had a positive impact upon the districts. Results of interviews with teachers have indicated that locally produced materials have been utilized along with commercially prepared materials.

8. The management by objectives approach to project management provided an effective method of management and provided for individual development and growth.

Implications

1. The curriculum materials as developed by this project may be applicable to use in other projects and other non-urban and urban educational settings.

2. The released-time individual concept as utilized in this project may have implications for use in other projects which involve several buildings and grade levels.

3. The use of exploration/observation sites at the junior high level may have implications for other projects which operate within a large metropolitan area or within a trade area.

4. Services provided through the Career Education Audiovisual Library will be used if teachers know how to use these materials and the benefits of these materials.

Recommendations

1. Because of the diversity of districts and the distance between districts, future projects should consider fewer districts within a smaller radius.

2. In-service activities should be conducted on a periodic basis with administrators (building principals) to keep them informed and up-to-date as to activities related to career education.

3. The Summer Work Observation Program should be continued throughout the school year in addition to the summer months to allow students to observe actual on-the-job situations as part of regular academic year's activities.

4. Job Development, Placement and Follow-Up activities should become an integral part of the education system with adequate time and resources allocated to perform these services. That individuals designated with these responsibilities be hired on a twelve month contract to provide assistance to students when needed.

5. In-service training sessions should be conducted with all participating staff members as to usage of curriculum materials as developed and utilization of materials related to the materials as developed.

6. That the Career Education Resource Library as established be continued and absorbed into the Library at State Fair Community College and that these materials be made available to teachers from participating districts on a loan basis. Procedures for checking out materials should be included with information supplied to each district.

7. Additional audiovisual workshops with teachers and administrators would be beneficial and provide the necessary information needed to effectively utilize materials and equipment purchased for use in those buildings.

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Miller and Budke, "Prep Report No. 32," U.S. Department of H.E.W., July 1970.

Montgomery, Travis, "Results of the High School Teachers Survey Questionnaire," Career Education Project, State Fair Community College, January 1974.

_____, "Results of Counselor Survey Questionnaire," Career Education Project, State Fair Community College, January 1974.

Navara, James L., "Interim Report, A Proposal to Develop and Implement a Comprehensive Career Education Project K-14 in a Three-County Non-Urban Area in Missouri," June 1974.

_____"Interim Report, A Proposal to Develop and Implement A Compre-ive Career Education Project K-14 in a Three-County, Non-Urban Area in Missouri," June, 1975.

_____ and Jerald Morrison, "Follow-Up Survey, 1974 Graduates," Career Education Project, State Fair Community College, January 15, 1975.

_____ and Jerald Morrison, "Follow-Up Survey, 1975 Graduates," Career Education Project, State Fair Community College, January 15, 1976.

Peterson, Marla, and others, "The Occupac Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9)," Final Report, Eastern Illinois University, Charleston, June, 1971.

United States Office of Education, "An Introduction to Career Education: A USOE Policy Paper," 1974.

Young, William G., "An Exemplary Program for Occupational Preparation." Interim Report, New Orleans Public Schools, Louisiana, July 1971.

SPEECHES

Drake, Dr. Frank, Speech delivered to Missouri Guidance Association, Section of Missouri Vocational Association, Columbia, Missouri, July, 1972.

Drier, Harry, Speech delivered to Four-State Career Education Conference, Kansas City, Kansas, November 15, 1972.

Gysberg, Dr. Norman, Speech delivered to Four-State Career Education Conference, Kansas City, Kansas, November 17, 1972.

Marland, Sidney P. Jr., Speech delivered to the National Association of Secondary School Principals, Dallas, Texas, January 1971.

_____, Speech delivered to the State Directors of Vocational Education at Washington, D.C., May 1971.

_____, Speech delivered at the Conference of Pennsylvania Personnel and Guidance Association, Pittsburgh, Pennsylvania, November 1971.

Wellman, Dr. Frank, Speech delivered to Four-State Career Education Conference, Kansas City, Kansas, November 16, 1972.

LIST OF INSTRUCTIONAL MATERIALS DEVELOPED

Printed Materials

Career Education Newsletter Volume I, Issues 1 through 8

Career Education Newsletter, Volume II, Issues 1 through 8

Career Education Newsletter, Volume III, Issues 1 through 8

Career Education Job Placement Directory, 1974

Career Education Job Placement Directory, 1975

Follow-Up Survey, 1974 Graduates

Follow-Up Survey, 1975 Graduates

Resource List, Career Education Project Audiovisual Library

Career Education Project Brochure

Career Exploration/Observation Brochure

Summer Work Observation Program Procedures Handbook

Career Education, Learning with a Purpose, Elementary K-2

Career Education, Learning with a Purpose, Elementary 3-4, Volume I and II

Career Education, Learning with a Purpose, Elementary 5-6

Career Education, Learning with a Purpose, Junior High 7-9, Social Studies

Career Education, Learning with a Purpose, Junior High 7-9, English

Career Education, Learning with a Purpose, Junior High 7-9, Mathematics

Career Education, Learning with a Purpose, Junior High 7-9, Science

Career Education, Learning with a Purpose, Junior High 7-9, Volume I

Career Education, Learning with a Purpose, Junior High 7-9, Volume II

Career Education, Learning with a Purpose, Junior High 7-9, Volume III

Career Education, Learning with a Purpose, Junior High 7-9, Volume IV

Career Education, Learning with a Purpose, Secondary 10-12, Volume I

Career Education, Learning with a Purpose, Secondary 10-12, Volume II

Career Education, Learning with a Purpose, Secondary 10-12, Volume III

Career Education, Learning with a Purpose, Secondary 10-12, Volume IV

Career Education, Learning with a Purpose, Secondary 10-12, Volume V

Career Education, Learning with a Purpose, Secondary 10-12, Volume VI

Career Education, Learning with a Purpose, Junior High 7-9/Secondary 10-12

Secondary Office Occupations Cluster Guide

Secondary Agriculture Occupations Cluster Guide

Secondary Health Occupations Cluster Guide

Secondary Marketing Occupations Cluster Guide

Results of Area High School Seniors Survey

Results of Area High School Teachers Survey

Results of Area High School Counselors Survey

Jobs for Students, a report to school administrators, counselors and school personnel.

Exploring Jobs Through Project Discovery

Slide-Tape Presentations

What I Want to Be

Arrow Rock Craft Festival

Medora's Arrow Rock (A Peak into the Past)

Career Education Project-An Overview

SWOP (Summer Work Observation Project)

La Tienda

Town & Country Shoes Orientation

Rival Orientation

Lamy Orientation

The Dairy Farm and the Creamery

A Magic Hope (Through the Land of School Workers)

A Bicentennial Program

Shoebox Kits (Individualized Hands-on Project)

Do I Want to Be an Electrician

Do I Want to Be an Architect

Do I Want to Be a Plumber

Do I Want to Be a Seamstress

Do I Want to Be a Nurse

Do I Want to Be a Fashion Designer

Can You Follow Directions

Jobs!

Setting the Table--Table Manners

Do I Want to Be a Beauty Operator

Fun With Career Education Flashcards

Building a Crystal Radio

Simple Circuits

Show Me the Way to Metrics

Seasons Shoebox

Can You File

16 MM Film

60 Second Job Placement Commercials (2)

Videotapes

Butter Making in the Classroom

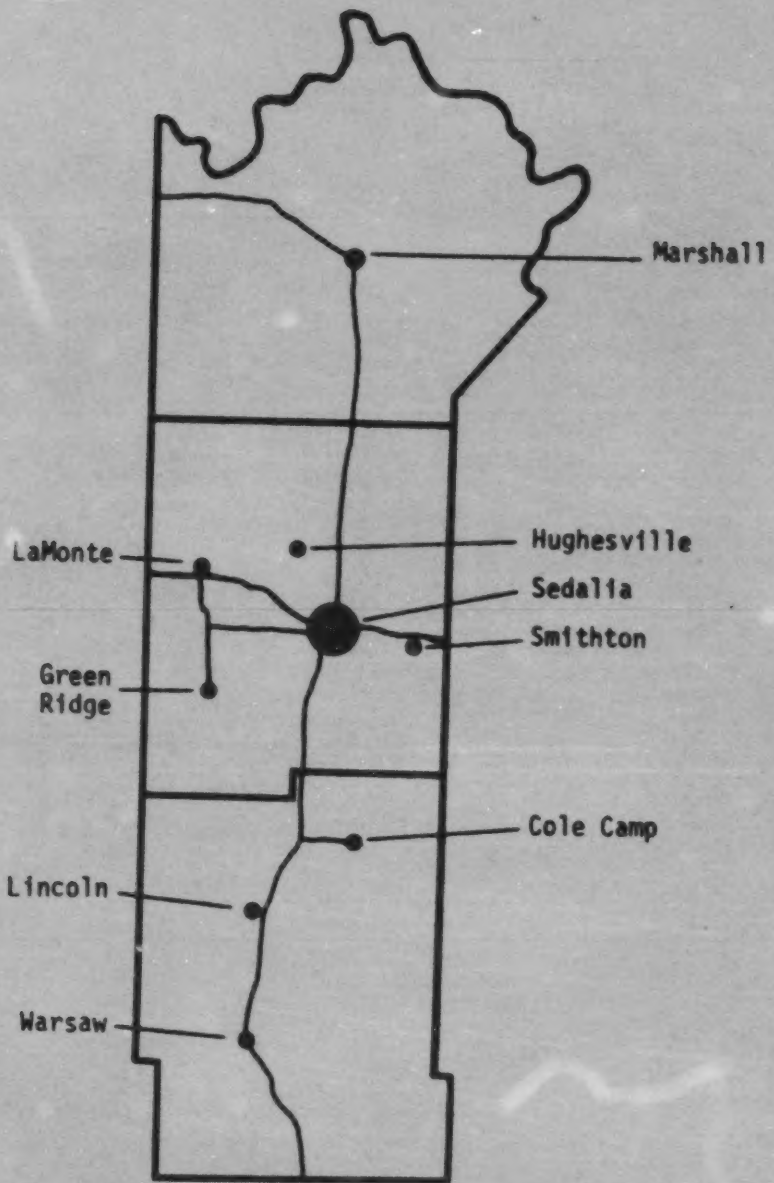
Ice Cream Making in the Classroom

Children's Therapy Center-A Therapist at Work

Employee and Customer Relations

APPENDIX A

GEOGRAPHIC AREA SERVED



APPENDIX B

RESOURCE LIST OF AUDIO-VISUAL LIBRARY

RESOURCE LIST

AUDIOVISUAL LIBRARY
CAREER EDUCATION PROJECT

STATE FAIR COMMUNITY COLLEGE
SEDALIA, MO 65301

SEPTEMBER 15, 1975

The establishment of audiovisual library is included as a part of the Career Education Project housed at State Fair Community College. It is to be developed throughout the three-year span of the project. After this time, it will continue to operate for school personnel in the community college district.

The library is housed in the Learning Resources Center at State Fair Community College. All school personnel in the Career Education Project and the community college district have lending privileges. A handbook containing complete check-out information along with necessary forms are available through each principal, counselor and librarian as well as from those teachers who were designated to work with the project during the 1975-76 school year.

The Career Education Resource Library has been reorganized to better meet your needs. It has been divided into the three following levels:

Elementary materials will be recognized by the use of a yellow dot over the catalog number. In addition ELEM will be included in the catalog number. Example:
KT
ELEM
CE1

Junior High/Senior High materials will be recognized by the use of a green dot over the catalog number. In addition JRSR will be included in the catalog number. Example:
KT
JRSR
CE2

Elementary-Junior High/Senior High will be recognized by the use of both a yellow and green dot. In addition both ELEM and JRSR will be included in the catalog number Example:
KT
ELEM
JRSR
CE3

For your convenience we have color coded the sections included in this resource list. The color codes are as follows:

		PAGES
Elementary Materials	Yellow	5 - 32
Junior High/Senior High	Orange	33 - 73

Please refer to the approiate section for a list of materials that may be used in your area.

Recommendations and evaluations of materials in the Career Education Resource Library are available to anyone interested. The Assistant Librarian in the CERL and AV Specialist will always be available to assist all teachers with the use of the library.

If you visit the Career Education Audiovisual Library in the Learning Resources Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

Item	Code	Color
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

PROCEDURE FOR CHECKING OUT MATERIALS FROM CAREER ED. RESOURCE LIBRARY

To Reserve:

1. Reservation cards will be available in all school offices.
   A. Be sure to state desired material in order of preference.
   B. Be sure to send cards to Career Education, State Fair Community College, Sedalia, MO. 65301; or give cards to component specialists on their visits.
2. All reservations received will be posted up on a three month rotating calendar which will be placed in the Career Education Resource Library in SFCC.
3. Reservations made more than three months in advance will be filed with the Resource Library Assistant and will be transferred to the three month calendar at the appropriate time.
4. Reservations may also be called in to the SFCC Library, , phone 826-7100, ext. 28. (Ask for Career Ed. Resource Library Ass't or Career Ed. AV Specialist)
5. Confirmation of dates will be sent to teachers immediately upon booking.

To Checkout

1. Use checkout form available
2. When materials are due, make arrangements to have this returned as close to due date as possible.
3. When the extension of any of the materials is desired, please call Resource Library Assistant or Career Ed. AV Specialist to check to see whether or not it has been previously reserved, or inquire at component specialists.

To Return

1. Return all materials to Career Ed. Resource Library by:
   A. Component specialist or any Career Ed. staff member
   B. Mail
   C. Bringing material to SFCC Career Ed. Resource Library
   D. Student enrolled in area Vo-Tech school program at SFCC.

To Evaluate

1. Evaluation forms are sent with the material requested. Please fill out and return with materials.
2. If Student Reaction Forms are sent, please have your students complete them and return them with materials.

Overdue Materials

Reminders will be sent to all teachers with overdue material.

BEST COPY AVAILABLE

Call No.	Book
LC 1043 .C37 ELEM JRSR	Career Education: What It Is and How To Do It, Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1027.5 .C37 1973 ELEM	Career Education and the Elementary School Teacher, Olympus Publishing Co. A "how to do it" book aimed at the elementary level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .A35 ELEM JRSR	Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .K46 ELEM JRSR	Planning and Organizing Career Curricula: Articulated Education, Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
HF 5382.5 S24 ELEM	Alike and Different, Benefic Press. First in series entitled "Careers for All." Circulation period 4 weeks, suggested for grade 4.
HF 5381 .C2657 ELEM JRSR	Career Guidance: A Handbook of Methods, Charles E. Merrill Publishing Company. A professional reference book in career programs including a compendium of career guidance methods. Circulation period 3 weeks, suggested for counselors.
LB 1031 .D7 ELEM JRSR	Handbook of Curriculum Design for Individualized Instruction: A Systems Approach, Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.
HF 5381 .D291 ELEM JRSR	Planning, Implementing, and Evaluating Career Preparation Programs, McKnight Publishing Co. A manual in loose-leaf form on strategies, identification, development, implementation and evaluation of programs: includes a "kit of tools" for activities, surveys, etc.

Call No.	Book
	Circulation period 4 weeks, suggested for teachers and administrators.
LB 1029 .N6 K36 ELEM JRSR	Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education, Educational Technology Publications. Textbook written in Individualized Learning Packages developing a means for creating such materials to be used within the present structure of our school systems. Circulation period 4 weeks, suggested for teachers and administrators.
LB 1065 .B656 ELEM JRSR	How To Write and Use Performance Objectives To Individualize Instruction, Educational Technology Publications. A four-volume series including: How To Analyze Performance Outcomes How To Write Performance Objectives How To Classify a Performance Objective How To Develop Performance Instructional Activities and Evaluations Circulation period 4 weeks, suggested for teachers and administrators.
LB 1570 .K28 ELEM JRSR	Behavioral Objectives in Curriculum Development, Educational Technology Publications. A book of selected readings and bibliography on behavioral objectives. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1131 .P629 ELEM JRSR	Criterion - Referenced Measurement, Educational Technology Publications. A series of papers on criterion-referenced scores. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
HF 5381 .F884 ELEM JRSR	Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education.
HF 5381 .F884 ELEM JRSR	NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Association, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.

Call No.	Book
HF 5381 .P43 ELEM JRSR	Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future also special applications. Circulation period 4 weeks, suggested for teachers, counselors and administrators.
HF 5382 .C869 ELEM JRSR	The Maturity of Vocational Attitudes in Adolescence, American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 weeks, suggested for counselors, teachers and administrators.
LB 1541 .A3 ELEM	Creative Woodwork in the Kindergarten, T. S. Denison and Company, Inc. A booklet explaining why small children should be encouraged to use woodworking tools and how they can be taught to use them safely. Also included are instructions for projects they can make. Circulation period 4 weeks, suggested for primary teachers. (2 copies available)
T 65 .S39 ELEM JRSR	Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexitites of industry. Circulation period 2 weeks, suggested for use by teachers.
ELEM JRSR	Developing Student's Potentials, Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.
ELEM JRSR	The Parents' Role in Career Development, The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
HF 5381 .N353 ELEM JRSR	Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of Guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.
TT 185 .L4 ELEM	Carpentry for Children, Sterling Publishing Company, Inc. A book with ideas of things for children to make out of wood. Has step-by-step directions , complete with pictures. Circulation period 4 weeks, suggested elementary level.

Call No.	Book
HN 57 .B9 ELEM	Protest I, by Lerner Publications Company. Discusses the origins and effects of such specific protest movements in the United States as the Boston Tea Party, abolition, women's rights, and the labor movement. Circulation period 2 wks, suggested for grades 3-6.
DS 557 .A68 B88 ELEM	Protest II, by Lerner Publications Company. Traces the main events in the civil rights and antiwar movements and briefly discusses new areas of protest such as school busing and prison reform. Circulation period 2 wks., suggested for grades 3-6.
HT 1321 .028 ELEM	People in bondage: African slavery in the modern era, by Lerner Publications Company. A history of the slave made from ancient and medieval. times to its abolition after the Civil War. Circulation period 2 wks., suggested for 4-6.
GN 197 .L47 ELEM	Color and People, by Lerner Publications Company. Discusses pigmentation in animals and man and the production of various colorings in hair, eyes, and skin. Circulation period 2 wks., suggested for grades 4-6.
N 8232 .C6 1970	The Black Man in Art, by Lerner Publications Company. Discusses black man's art throughout the world at various centuries. Circulation period 2 wks, suggested for 4-6.
E 185 .S6 1971 ELEM	The Negro in America, Lerner Publications in America. Traces American Negro history from 1619 to the 1960's and discusses the Negro's influence on America's history and culture. Circulation period 2 wks., suggested for 4-6.
ML 3930 .A2 S9 ELEM	Singers of the Blues, Lerner Publications Company. Brief biographies of seventeen singers and musicians who helped develop the blues style and became legendary performers in their lifetime. Circulation period 2 wks., suggested for 4-6.
ELEM	Children's Dictionary of Occupations, by Counselor Films, Inc. Defines over 300 jobs from accountant to zoologist. Each occupation is alphabetically listed, complete with illustration, definition, and a guide to pronunciation. Circulation period 2 wks., suggested for grades 3-6.

Call No.	Book
LC 215 .Y45 ELEM	Yellow Pages of Learning Resources, by Group for Environmental Education, Inc. Provides a selection of the typical learning resources that can be found in a city. The examples are intended to indicate the depth and breadth of available learning possibilities. Circulation period 2 wks., suggested for elementary level.

Call Number	Name Publisher Description
PZ 9 .W63 Co EL EM	Come to Work With Us Series, Houghton Miffin. Books with glossaries, teacher's manual. Circulation period 4-6 weeks, suggested for primary level. (Note: Use the same call number for checking out entire series or any individual book.) Includes Come To Work With Us In:

a Newspaper	a Bank
House Construction	a Hotel
a Department Store	Aerospace
a Hospital	a Toy Factory
an Airport	a Dairy
a TV Station	a Telephone Company

"What Happens" Series, Reilly and Lee Books, Henry Regnery Company. Books that answer questions about what really happens in the systems and institutions that affect students' daily lives. Circulation period 4-6 weeks, suggested for grades 2-4. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Includes What Happens:

TL 153 .S496 ELEM	At a Gas Station
PN 4734 S43 ELEM	At a Newspaper
HF 5472 .U7 I48 ELEM	At a State Fair
PZ 10 .S558 We ELEM	At a Television Station

Call No.	Book
QC 875 .U7 S5 ELEM	At a Weather Station
PZ 10 .S558 Wt ELEM	At a Zoo
SF 604.5 .S5 ELEM	At an Animal Hospital
GV 1801.5 .S52 ELEM	At the Circus
TL 147 .S45 ELEM	In a Car Factory
TH 1615 .S5 ELEM	In a Skyscraper
TH 4811 .S45 ELEM	When you Build a House
PZ 10 .S558 Wh ELEM	When You Go to the Hospital
HE 6078 .S46 ELEM	When You Mail a Letter
TK 6165 .S5 ELEM	When You Make a Telephone Call
HG 1576 .S5 ELEM	When You Put Money in a Bank

Call No.	Book
HB 171.7 .S48 ELEM	When You Spend Money
HE 9787 .S5 ELEM	When You Travel By Plane
TK 148 .853 ELEM	When You Turn On the Light

Early Career Books, Lerner Publications Company. Book series with each book describing related occupations in the area indicated in the title. Includes a full-page color picture of each occupation. Suggested for third grade. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Circulation period 1 wk.

HD 8039 .A4 D4 ELEM	Careers With an Airline
HG 1576 .D38 ELEM	Careers in a Bank
GV 867 .D38 ELEM	Careers in Baseball
QA 76.25 .R39 1973 ELEM	Careers in Computers
HF 5429 .D34 ELEM	Careers in a Department Store

Call No.	Book
TH 148 .M4 1975 ELEM	Careers With a Railroad
GV 1801.5 .K44 ELEM	Careers With the Circus
TH 9148 .P43 1975 ELEM	Careers With a Fire Department
HE 6499 .P48 1975 ELEM	Careers With the Postal Service
QL 50.5 .B46 1974 ELEM	Careers in Animal Care
JS 155 .B45 1974 ELEM	Careers With the City
LB 2832 .B46 ELEM	Careers in Education
PN 2074 .B3 ELEM	Careers in the Theater
S 944 .B46 1974 ELEM	Careers in Conservation
TH 159 .R35 1975 ELEM	Careers in Construction

Call No.	Book
GV 950.7 .R39 ELEM	Careers in Football
GV 847.25 .R39 ELEM	Careers in Hockey
R 690 .D38 ELEM	Careers in a Medical Center
HV 7922 .R39 ELEM	Careers With a Police Department
HD 8039 .T3 D37 ELEM	Careers With a Telephone Company
PN 1992.55 .R3 ELEM	Careers With a Television Station
Z 243 .A2 D33 ELEM	Careers in Printing
S 494.5 .A4 B45 1974 ELEM	Careers in Agriculture
HD 9710 .A2 B46 1974 ELEM	Careers in Auto Sales and Service

Call No.	Book
LB 2832 .B46 ELEM	Careers in Education
QL 50.5 .B46 1974 ELEM	Careers in Animal Care
JS 155 .B45 1974 ELEM	Careers With the City
S 944 .B46 1974 ELEM	Careers in Conservation

Community Helper Series, Albert Whitman and Company. Sample copies from a series dealing with community workers. Each has a picture dictionary, illustrations plus information. Circulation period 2 weeks, suggested for primary grades. Titles include:

TD 148 .C47 ELEM	Clean Streets, Clean Water, Clean Air
TH 4811 .N36 ELEM	New House, New Town

Call Number	Name Publisher Description
	Medical Books for Children Lerner Publications Company A book series written by authorities who have related their topics to children's present day living experiences. Many include an information section for parents and teachers as supplementary material. (Note: Entire series may be checked out or individual titles.) Circulation period 6 weeks.
	Titles Available:
QM 548 .K7 ELEM	Our Wonderful Hands - Suggested for 2-8
QM 549 .K73 ELEM	Our Remarkable Feet - Suggested for 2-8
QH 367.1 .L4 ELEM	Where Do You Come From?: The Story of Evolution Suggested for 4 up
QL 942 .L6 ELEM	Horns, Hoofs, Nails - Suggested for 2-8
CT 9983 .A1 G4 ELEM	They Wouldn't Quit: Stories of Handicapped People Suggested for 2-8
PZ 10 .L47 Re ELEM	Red Man, White Man, African Chief: The Story of Skin Color - Suggested for K-8
PZ 10 .F76 Ho ELEM	How We Hear: The Story of Hearing - Suggested for 2-8

Call Number	Name Publisher Description
PZ 10 .L47 Le ELEM	Lefty: The Story of Left-handedness - Suggested for K-8
PZ 10 .L47 Tw ELEM	Twins: The Story of Twins - Suggested for K-5
PZ 10 .L47 Do ELEM	Doctor's Tools - Suggested for 2-8
PZ 10 .L47 Pe ELEM	Peter Gets the Chickenpox - Suggested for K-5
PZ 10 .L214 De ELEM	Dentist's Tools - Suggested for 2-8
PZ 10 .S1933 Wh ELEM	Why Glasses?: The Story of Vision - Suggested for 4-8
PZ 10 .B295215 Ho ELEM	How We Talk: The Story of Speech - Suggested for 2-8
PZ 10 .L47 Mi ELEM	Michael Gets the Measles - Suggested for K-5

Call Number	Name Publisher Description
PZ 10 .G533 Kar ELEM	Karen Gets a Fever - Suggested for K-8
PZ 10. L47 Fu ELEM	Fur, Feathers, Hair - Suggested for 2-8
PZ 10 .E7 Pe ELEM	Penny, the Medicine Maker: The Story of Penicillin Suggested for K-5
PZ 10 .L47 De ELEM	Dear Little Mump Child - Suggested for K-5
	Basic Understanding Series, Benefic Press. Explanations of the student's world. (Note: May be checked out as a series or by individual titles.) Circulation period 4 weeks, suggested for grades 1-5
PE 1127 .C6 M3 ELEM	How We Get Our Mail
PE 1127 .F35 P7 ELEM	How Families Live Together
PE 1127 .M4 M4 ELEM	How Hospitals Help Us
PE 1119 .H215 ELEM	How Schools Help Us

Call Number	Name
PE 1127 .H85 B33. ELEM	How We Celebrate Spring Holidays
PE 1119 .M116 ELEM	How We Get Our Clothing
PE 1127 .F6 B33 ELEM	How We Get Our Dairy Foods
PE 1127 .A4 M3 ELEM	How Airplanes Help Us
PE 1127 .F6 B3 ELEM	How Foods are Preserved
PE 1127 .T7 P74 ELEM	How We Travel on Water
GA 130 .S8 ELEM	How We Use Maps and Globes
PZ 9 .S811 Ho ELEM	How Rules and Laws Help Us
PZ 10 M477 Ho ELEM	How Farms Help Us

Call Number	Name
JK 273 .S73 ELEM	How Our Government Helps Us
PE 1127 .C6 M25 ELEM	How Communication Helps Us
PE 1127 .P7 M3 ELEM	How Printing Helps Us
PE 1127 .T7 P7 ELEM	How We Travel on Land
PE 1127 .C55 M3 ELEM	How We Get Our Cloth
PE 1127 .D9 P7 ELEM	How We Get Our Shelter
PE 1119 .S687 ELEM	How People Live in the Big City
HG 221.5 .S7 ELEM	How People Earn and Use Money
HT 351 .S83 ELEM	How People Live in the Suburbs

Call No.	Book
	An Early Metric Book Series, Lerner Publications Company. This series is designed to introduce young readers to the basic principles and uses of the metric system. Circulation period 1 week, suggested for grades 7-9.
QC 92.5 .S476 1975 ELEM	The Meter
QC 92.5 .S46 1975 ELEM	The Gram
QC 271.4 .S48 1975 ELEM	The Celsius Thermometer
QC 92.5 .S48 1975 ELEM	The Metric System
QC 92.5 .S47 1975 ELEM	The Liter

Call No.	Book
AG 5 .C515 1974 ELEM	The How and Why Library, by Childcraft. A fifteen volume set which concentrates on broad areas of children's interests, and also to broad areas of the school curriculum. Titles include: Poems and Rhymes Stories and Fables Children Everywhere World and Space About Animals The Green Kingdom How Things Work How We Get Things Holidays and Customs Places to Know Make and Do Look ans Learn Look Again Guide and Index

ELEM KITS

Call No.	Kit
KT ELEM CE1	DUSO (Developing Understanding of Self and Others) Kit I. American Guidance Service, Inc. Includes books, posters, cassettes, hand puppets, puppet props, activity cards, and supplementary activites. Circulation period 4-6 weeks, suggested for K-lower primary.
KT ELEM CE2	DUSO (Developing Understanding of Self and Others) Kit II, American Guidance Service, Inc. Includes posters, cassettes, hand puppets, activity cards, and supplementary activities. Circulation period 4-6 weeks suggested for upper primary-grade 4.
KT ELEM CE3	"I Want To Be" Tree, Children's Press. Tree with six book bags, four copies of a title to a bag plus teacher's guide and cassette. Circulation period 4 weeks, suggested for grade two reading level. The following books are included and may be checked out singly if the kit is not in use:

Call No.	Book
PZ 10 .B1472 Ib	I Want To Be a Forester
ML 3930 .A2 G74	I Want To Be a Musician
PZ 10 .B1472 Ib	I Want To Be a Beauty Operator
HF 5547 .B24	I Want To Be a Secretary
PZ 10 .B1472 Ig	I Want To Be an Architect
GV 847.25 .B34	I Want To Be a Hockey Player

Call No.	Kit
KT ELEM CE4	Careers Unit, Scholastic. A unit from the Dimension program containing a filmstrip and cassette plus teacher's guide and materials for classroom activities. Circulation period 4 weeks, suggested for grades 4-6.
KT ELEM CE5	How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, surprise and puzzlement. Circulation period 3 weeks, suggested for primary students, can be used by teachers or counselors.
KT ELEM CE6	Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I am Here — My Friends and I My Family and I — I Can Do It Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE7	Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: Going To School — In Our Class About Our School — In Our School Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE8	Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I Live in the City — Animals We Know Going and Coming — Community Friends Circulation period 4-6 weeks, suggested for K-1.

Call No.	Kit
KT ELEM CE9	When I Grow Up, I Want To Be..., Instructo. Characters, clothing and accessories for over 36 occupations for use with flannel board, plus teaching guide. Circulation period 4 weeks, suggested for primary grades.
KT ELEM CE10	Most Important Person, Encyclopedia Britannica. Includes film kits on Attitudes, Feelings, Getting Along with Others, and Identity, featuring Hairy, Fumble, and Bird - three personalities in puppet form. Two puppet kits accompany each film kit along with activity cards, song card, record and teacher's guide.
	Films include:
KT ELEM CE11-A	Attitudes Oops, I Made a Mistake! I'm Lonely Why Not Try? We Can Do It! It's Not Much Fun Being Angry Nothing Ever Seems to Work Out for Me
KT ELEM CE11-B	Identity I'm the Only Me! Where Are You In Your Family? How Do We Look? What Do You Think You Want to Be? Every Family is Special The Most Important Person
KT ELEM CE11-C	Feelings Feeling Good, Feeling Happy! I Used to Be Afraid Different Kinds of Love
KT ELEM CE11-D	Getting Along With Others Growing Up Doing Something Nice Thinking of Others What is a Friend? What Do You Mean? Living Things Are All Around Us Share It with Someone
KT ELEM JRSR CE12	Educator's Kits, Let's Save the Children, Inc. Units based on experience of popular black personalities (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes books, teacher's guide, puzzles, and coloring books. Circulation period 4 weeks, suggested for K-8.

Call No.	Kit
KT ELEM JRSR CE13	Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks, suggested for K-12.
	Off We Go to the...., by Guidance Associates. Provides a "field trip" to the designated places through filmstrips and cassettes, meanwhile it is unlocking the door of interest to the world of work. Circulation period 1 week, suggested for elementary level. Titles include:
KT ELEM CE14	Off We Go to the Auto Proving Ground.
KT ELEM CE15	Off We Go to the Bike Factory.
KT ELEM CE16	Off We Go to the Aquarium.
KT ELEM JRSR CE17	The Paycheck Puzzle, by Guidance Associates. A two part series with Part I explaining automatic and voluntary payroll deductions, and Part II examining types and variations of benefits young workers may encounter. Circulation period 1 week, suggested for K-12
KT ELEM JRSR CE18	Jobs and Gender, by Guidance Associates. Explores how sexual barriers and sterotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through male teachers, a male nurse, etc. Circulation period 1 week, suggested for K-12.
KT ELEM CE19	Career Awareness Series, by Educational Activities, Inc. This series explores the world of work and introduces students to many careers. Titles include: School Workers Susan Goes to the Hospital Building a Building A Visit to the Airport Circulation period 4 weeks, suggested for elementary level.

Call No.	Kit
KT ELEM CE20	It's OK To Be Me. This is designed to help children become aware of themselves and realize they are each important. Circulation period 2 wks., suggested for Elementary.
	Shoebox Kits, by State Fair Community College. Hands on individualized instruction kits. Designed for children with interests in the tools of various career fields. Circulation period 2 wks., suggested for the elementary level, (teacher usage determines grade level.)
KT ELEM CE21	"Do I Want to Be an Electrician"
KT ELEM CE22	"Do I Want to Be an Architect"
KT ELEM CE23	"Do I Want to Be a Plumber"
KT ELEM CE24	"Do I Want to Be a Seamstress"
KT ELEM CE25	"Do I Want to Be a Nurse"
KT ELEM CE26	"Do I Want to Be an Interior Designer", Kit #1 and Kit #2.
KT ELEM CE27	Can You Follow Directions? Part I and Part II.
KT ELEM CE28	Jobs!
KT ELEM CE29	Setting the Table - Table Manners
KT ELEM CE30	"Do I Want to Be a Beauty Operator"

Call No.	Kit
KT ELEM CE31	Career Flashcards. by Counselor Films, Inc. Designed to integrate career awareness in the classroom. 8" x 10" cards can by used by teacher and the smaller 3" x 4" cards can be used individually by the students. Circulation period 2 wks., suggested for grades 3-6.
KT ELEM CE32	People at Work, by King Features. A library of six occupations which shows by a filmstrip, a cassette, and booklets what goes on in various occupations. Titles include the following: The Comic Book The Filmstrip The Newspaper The Bakery Toys and Dolls Bubble Gum Circulation period 2 wks., suggested for grades 3-6.

Volume and Number	Name Publisher
Specimen Set	"A Highway to Work and Play," McKnight Publishing Co. A specimen set containing a teacher's guide with content of all 16 issues plus two full size sample copies for each level, 1-6. Circulation period 3 weeks, suggested for teachers of grades 1-6.
P ELEM JRSR	CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
May 73 June/July 73 Sept./Oct. 73 Nov. 73 Dec. 73 Jan./Feb. 74 Mar. 74 Apr./May 74	
	LET'S FIND OUT, Scholastic Magazines. Samples of two issues of student magazine with teaching aide and teacher's edition. Circulation period 4 weeks, suggested for K. Consists of:
VII-1 Oct. 72	The City Halloween Water Pipes
VIII-5 Feb. 74	About Houses (3 parts)

ELEM REALIA

Call No.	Realia
RE ELEM CE1	Coping Saws (12 Saws) with extra blades. Circulation period 4 weeks, suggested for students at all age levels.
RE ELEM CE2	Hats. Fireman's Helmet Fatigue Cap Flight Cap Two Officer's Flight Caps Circulation period 2 weeks (may be checked out individually), suggested for elementary students.
RE ELEM CE3	Tool Chest. Complete with many tools necessary for completing projects in the Carpentry for Children book, which is also available in the Career Education Resource Library. Circulation period 2 weeks, suggested for elementary level.
RE ELEM CE4	Footnotes to Community Helpers, by Wilson Corporation. Six records designed to provide the elementary school child with an awareness and an appreciation of the contributions made by "community helpers Circulation period 2 weeks, suggested for elementary level.

ELEM POSTERS

Call No.	Poster
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
PA ELEM CE2	Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE3	Transportation Posters, Trend Enterprises. Eight full-color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE4	Mothers Do Many Kinds of Work, Scott, Foresman and Company. Eight copies of poster showing mothers in various work situations. Circulation period 4 weeks, suggested for primary and intermediate levels.
PA ELEM CE5	When You Grow Up, Trend Enterprise. 15 individual posters, each representing one of the major career clusters. Circulation period 4 wks., suggested for the elementary level.

Call No.	Games and Puzzles
GA ELEM CE1	Motor Expressive Cards I and II, Developmental Learning Materials. Each contains one instructional sheet and thirty cards to be used to stimulate development of motor and visual coordination and also to encourage verbalization of ideas. Example: picture of hammer associated with picture of nail. Circulation period 2 weeks, suggested for primary and lower intermediate levels.
GA ELEM CE2	Shopping Lists Game, Developmental Learning Materials. Contains shopping lists associated pictures, play money, instructional sheet and card holder; allows the student to learn word-picture association, utilize alphabetizing skills and develop his vocabulary. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE3	Building Match-ups, Developmental Learning Materials. The match-up cards help to develop readiness skills such as discrimination, memory and language, also includes instructional sheet. Each card pictures a building housing a business while the small cards depict an associated object or person. Includes a drug store, grocery, music store, clothing store, hotel, medical building, factory and gas station. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE4	Job Puzzles, Developmental Learning Materials. Eight puzzles to help a child develop body concept and visual attention to pictures. Includes a mailman, nurse, teacher, fireman, football player, farmer, policeman, painter.
GA ELEM CE5	Occupational Puzzles, Playskool. Durable puzzles showing the following occupations: waitress, fireman, milkman, doctor, nurse, patrolwoman, postman, grocer, baker, and farmer. Circulation period 2 weeks, suggested for primary level.

JRSR BOOKS

Call No.	Book
LC 1043 .C37 ELEM JRSR	Career Education: What It Is and How To Do It, Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .E92 1973 JRSR	Career Education in the Middle/Junior High School, Olympus Publishing Co. Third in the series of "how to do it" books, aimed at the junior high level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1027.5 .B24 JRSR	Career Education: New Approaches to Human Development, McKnight Publishing Co. Includes sections on theory, research, evolution, and planning for career education. Circulation period 3 weeks suggested for teachers, counselors, and administrators.
LC 1044 .A35 ELEM JRSR	Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .K46 ELEM JRSR	Planning and Organizing Career Curricula: Articulated Education, Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1031 .D7 ELEM JRSR	Handbook of Curriculum Design for Individualized Instruction: A Systems Approach, Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.
HF 5381 .D291 ELEM JRSR	Planning, Implementing, and Evaluating Career Preparation Programs, McKnight Publishing Co. A manual in looseleaf form on strategies, identification, development, implementation and

Call No.	Book
	evaluation of programs; includes a "kit of tools" for activities, surveys, etc. Circulation period 4 weeks, suggested for teachers and administrators.
LB 1029 .N6 K36 ELEM JRSR	Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education, Educational Technology Publications. Textbook written in Individualized Learning Packages developing a means for creating such materials to be used within the present structure of our school systems. Circulation period 4 weeks, suggested for teachers and administrators.
LB 1065 .B656 ELEM JRSR	How To Write and Use Performance Objectives To Individualize Instruction, Educational Technology Publications. A four-volume series including: How To Analyze Performance Outcomes; How To Write Performance Objectives; How To Develop a Performance Instructional Activities and Evaluations; How to Classify a Performance Objectives. Circulation period 4 weeks, suggested for teachers and administrators.
LB 1027.5 K391 JRSR	Career Development Activities, Howard W. Sams & Co., Inc. A manual of suggestions for activities to be used to integrate career development activities with traditional subject matter. Instructor's guide included. Circulation period 4 weeks, suggested for students 7-12, can be used by teachers or counselors.
HF 5382.5 .U5 F43 JRSR	Occupations and Careers, Webster Division, McGraw-Hill Book Co. Textbook designed for courses in occupations or as a reference to counselors and their students. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1570 .K28 ELEM JRSR	Behavioral Objectives in Curriculum Development, Educational Technology Publications. A book of selected readings and bibliography on behavioral objectives. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.

Call No.	Book
LB 1131 .P629 ELEM JRSR	Criterion - Reference Measurement, Educational Technology Publications. A series of papers on criterion-referenced measurement as compared to norm-referenced scores. Circulation period 3 wks., suggested for teachers, counselors, and administrators.
HF 5381 .D244 ELEM JRSR	Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
LB 1027.5 E35 JRSR	Mathematics for Career Education with teacher's guide, Charles E. Merrill Publishing Company. Developed for students interested in practical mathematics. Circulation period 4 wks., suggested for math teachers and teachers of remedial classes and shop classes.
P 90 .H36 1974 JRSR	The World of Communications: Visual Media, McKnight Publishing Company. This text is divided into readings intended to increase the student's perception by having them recognize problems. Circulation period 3 wks., suggested for use by secondary English teachers.
HF 5381 .F884 ELEM JRSR	NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Association, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 wks., suggested for students, teachers, counselors and administrators.
HF 5381 .P43 ELEM JRSR	Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2,3,4) discussing vocational development theory in the past, present and future, also special applications. Circulation period 4 wks., suggested for teachers, counselors, and administrators.
HF 5382 .C869 ELEM JRSR	The Maturity of Vocational Attitudes in Adolescence, American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 wks., suggested for counselors, teachers, and administrators.

Call No.	Book
T 65 .S39 ELEM JRSR	Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for use by teachers.
RJ 61 .D155 JRSR	Exploring Careers in Child Care, McKnight Publishing Company. Includes a text, activity manual, and teacher's guide for exploring careers in child care. Circulation period 3 weeks, suggested for home economics teachers in the junior high.
T 353 .F949 JRSR	General Drafting, McKnight Publishing Company. A sample text for beginning drafting with 75 units to give the student a bridf overview of a variety of construction techniques dealing with mechanical and architectural drafting. Circulation period 2 weeks, suggested for beginning drafting students.
JRSR	Career Education Program, Volume II, Houghton Mifflin Company. This notebook consists of a sequence of detailed lesson plans accompanied by duplicating masters and transparencies to reinforce a student's knowledge and understanding of the world of work. Circulation period 3 weeks, suggested for teachers, and counselors, grades 7-9.
HF 5381 .S544 JRSR	Career Exploration and Planning, includes teacher's manual and sample student workbook, Houghton Mifflin Company. This book approaches career development by stressing students' self-awareness and understanding of their own talents and interests. Circulation period 4 weeks, suggested for grades 8-12.
JRSR	The Waiter and Waitress Training Manual, Institutions/ Volume Feeding Magazine. A six-part guide for serving food in a restaurant, includes a quiz at the end. Circulation period 2 weeks, suggested for counselors and administrators.
ELEM JRSR	Developing Student's Potentials, Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.

Call No.	Book
HF 5381 .U3 JRSR	Introduction to Occupations, Instructional Materials Laboratory. This material is designed to provide guidelines for teachers helping young persons learn about decision making in the area of occupational choice. Circulation period 3 weeks, suggested for junior high teachers of home economics.
JRSR	Job Applications and Interviews, Instructional Materials Laboratory. Divided into nine chapters which cover such areas as career opportunities, self-evaluation, job interview, tests and forms, money management, etc. Circulation period 4 weeks, suggested for teachers and counselors at the secondary level.
HF 5381 .B417 JRSR	My Career Guidebook, includes counselor's and teacher's manual, Benziger Bruce and Glencoe, Inc. A sample guidebook that contains sections devised to help the user prepare himself for a career. Circulation period 1 week, suggested for junior high and secondary students.
HF 5383 .S72 JRSR	How to Get a Job, Benziger Bruce and Glencoe, Inc. This book is designed to teach a person how to hunt successfully for the job he wants. Circulation period 1 week, suggested for junior high and secondary students.
HF 5381 .S865 JRSR	How to Choose Your Work, Benziger Bruce and Glencoe, Inc. Divided into three parts: (1) What do you want to do? (2) What can you do? (3) Kinds of work available to you. Circulation period 1 week, suggested for junior high or secondary students.
ELEM JRSR	The Parents' Role in Career Development, The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
HF 5381 .N353 ELEM JRSR	Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.

Call No.	Book
QA 11 .L939 JRSR	Career Mathematics: Industry and the Trades, Teacher's Edition, Houghton Mifflin Company. Sample mathematics textbook for students interested in industrial or trade careers. Circulation period 1 week, suggested for mathematics and industrial arts teachers.
QA 40 .L586 JRSR	Mathematics for Daily Living, with teacher's annotated edition of accompanying workbook, McCormick-Mathers. Sample textbook emphasizing consumer mathematics. Circulation period 2 weeks, suggested for mathematics teachers.
TA 330 .S56 JRSR	Mathematics for Industrial Careers, McGraw-Hill Co. Designed to provide a sequential course in electricity, electronics, and the metal trades. Circulation period 4 weeks, suggested for mathematics teachers.
HF 5381.2 .R48 JRSR	Careers: Exploration and Decision, (with teachers guide) Prentice Hall. This contains information and ideas that will help the reader make the best possible career choice. Circulation period 2 weeks, suggested for use with junior high and secondary level.
HF 5381 .C28 .D3 JRSR	Decisions and Outcomes, (with leaders guide) College Entrance Examination Board. This provides a variety of settings and situations to provide participants with the opportunity of developing and applying decision-making skills. Circulation period 2 weeks, suggested for use with secondary level.
JRSR	Career Education Job Placement Directory, by State Fair Community College. Information on local area businesses, industries, community resources, and sources of occupational information. Circulation period 4 weeks, suggested for teachers, counselors, administrators, and high school students.
JRSR	Art Career Guide, Watson-Guptill Publications. Describes the nature of the work and the training required in each of the major art fields. Circulation period 4 weeks, suggested for art students, teachers, guidance counselors in the secondary level.

Call No.	Book
HF 5383 .F854 JRSR	How to Get a Job, by The President's Committee on Employment of the Handicapped. Outlines the steps necessary for finding a job. Circulation period 1 wk., suggested for grades 9-12.
HD 6278 .C686 1975 JRSR	College Placement Annual 1975, by The College Placement Council, Inc. Presents the occupational needs anticipated by corporate and governmental employers who normally recruit college graduates. Circulation period 3 wks., suggested for teachers, counselors, and administrators.
HF 5382 .C686 JRSR	Organizing Workshops, by the College Placement Council, Inc. Provides a basis for sound office operations and a professional outlook. Circulation period 4 wks., suggested for teachers, counselors, and administrators.
Z 5817.2 .I8 JRSR	A Selected List of Educational Material, by Cornell University. Designed to alert teachers to the wide variety of instructional aids available from commerce and industry. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
JRSR	Changing Trends in the Plans of High School Seniors, by Purdue University. Reports data concerning the vocational, educational, and employment plans and aspirations of students. Circulation period 2 wks., suggested for teachers, counselors and administrators.
HF 5382 .03 JRSR	Pre-Employment Model, by Ohio State Department of Education. Designed to aid individuals on school districts currently involved in or working toward school placement services. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
JRSR	Missouri Directory of Trade and Professional Associations, by University of Missouri. Includes information about each association and the name of an officer who may be contacted for further information. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
LB 2803 .M691 JRSR	Vocational-Technical Schools and Programs in Missouri, by Missouri State Department of Education. Provides a source of information pertaining to vocational-technical schools and programs in Missouri. Circulation period 2 wks., suggested for teachers, counselors, and administrators.

Call No.	Book
HF 5381 .C2657 ELEM JRSR	Career Guidance: A Handbook of Methods, Charles E. Merrill Publishing Co. A professional reference book in Career Programs including a compendium of earlier guidance methods. Circulation period 3 wks., suggested for counselors.
HF 5381 H68 1974-75 JRSR	Occupational Outlook Handbook--1974-75 Edition, by U.S. Department of Labor. Provides occupational information that broadens the knowledge of choices available to young people. Circulation period 2 wks., suggested for grades 9-12.
Z 244 .3 .B785 JRSR	Graphic Communications, by McKnight. Each section explains one of the five major concepts of Graphic Communications, providing an overview of (1) communications; (2) design; (3) image generation; (4) preproduction and production; and (5) binding, finishing, and packaging. Circulation period 2 wks., suggested for grades 9-12.
JRSR	A Leader's Guide to Great Expectations, by American Association of University Women. A program for junior and senior high girls to counsel them in making wise decisions concerning the variety of roles they may engage in during their lifetime. Circulation period 1 wk., suggested for junior and senior high level.
JRSR	Deciding, by College Entrance Examination Board. To assist students in making well-informed and well-considered decisions. Circulation period 2 wks., suggested for junior high and secondary level.
JRSR	Exploring Careers in Industry, by McKnight. This book provides content and learning experience through which students may explore careers related to industry. Circulation period 2 wks., suggested for junior high and secondary level. Titles of units include: Industry: An Overview Graphic Communications Processes: Designing, Planning, Drawing, and Printing Materials and Processes of Production Production, Transmission, and Application of Power Mass Production Processes

Call No.	Book
JRSR	Practice for Navy's Basic Test Battery...and for the Marine Corps Basic Classification Test Battery, by ARCO. Requested by a math teacher and donated by the Navy Recruiter, this book can provide incentive in different subject areas for those students interested in the Navy as a career. Areas covered include social studies, vocabulary, verbal analogies, numerical relations, mechanical insight, tool recognition, electrical theory, clerical speed and aptitude, etc. Circulation period 3 wks., suggested for secondary level.
JRSR	Careerism: How to Select a Successful Career, by WWWWW. Explains the who, what, why, when, and where of careerism. It covers such areas as; (1) Choosing the Right Occupation,(2) Choosing the Right Industry, (3) Choosing the Right Company,(4) Choosing the Right Boss. Circulation period 2 wks., suggested for grades 9-12.
HF 5382 .M296 JRSR	What Can I Do With a Major In...?, by Saint Peter's College Press. Provides information about the wide variety of occupational possibilities each major provides. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
HF 5382 .K146 JRSR	Pathways to Careers, by Globe Book Company. Discusses the steps necessary in finding the right career. Titles of units are: Thinking About Your Career Preparing for Your Career Getting the Job You Want Succeeding in Your Career Circulation period 2 wks., suggested for the secondary level.
JRSP	What About College?, by Missouri Public Service. Provides information to help the student decide the if, when, where, and how about college. Circulation period 1 wk., suggested for the secondary level.
JRSR	Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level, by Cornell Institute for Research and Development. A bibliography of career-relevant information. Circulation period 2 wks., suggested for teachers, counselors, and administrators.

Call No.	Book
LB 2343 .S58 JRSR	Career Counseling and Placement in Higher Education: A Student Personnel Function, by College Placement Council, Inc. Designed to give a valid overview on the field of career counseling and placement. Circulation period 3 wks., suggested for teachers, counselors, and administrators.
HQ 1420 .F37 JRSR	The Rights of Women, by Hayden Book Company. A comprehensive look at the social, educational, and professional roles of today's women. Interviews, case studies, statistical data, and magazine articles on aspects of the female role from various outlooks. (Part of the American Value Series.) Circulation period 2 wks., suggested for grades 7-12.
HD 6055 .C737 JRSR	When I Grow Up I'm Going to be Married, by Commission on the Status of Women. A game which illustrates how time and circumstances affect women. Circulation period 2 wks., suggested for grades 9-12.
LC 1044 .S37 JRSR	Career Education Program, Vol. II, by Houghton-Mifflin. Designed to encourage young people to consider important work attitudes, investigate the occupations available, and use this information in deciding their own career. Circulation period 4 wks., suggested for grades 7-9.
JRSR	Wort's Guide to 100,000 Vacation Jobs, by CMS Publishing Co., Inc. This describes the jobs, location, nature of the work, wages, who to contact, when to make the contact, and when the job is open. Circulation period 1 wk., suggested for secondary level.

Call No.	Book
JRSR	Career Education for Gifted and Talented Students, by Olympus Publishing Company. Concerns itself with explaining career education and value considerations in career education for the gifted and talented person. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
JRSR	Practical Approaches to Individualizing Instruction, by Parker Publishing Company, Inc. A step-by-step guide on how-to-individualize a program to meet student's learning needs. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
JRSR	Teaching American History: The Quest for Relevancy, by Avon Books. This book contains specific lessons which focus on how a study of the American past might be made more relevant to students' needs. Circulation period 2 wks., suggested for teachers, counselors, administrators.
JRSR	What Color is Your Parachute? by Ten Speed Press. A manual for the job hunter dealing with how to do the job-hunt effectively. To be used in conjunction with Where Do I Go From Here With My Life? Circulation period 3 wks., suggested for secondary level.
JRSR	Where Do I Go From Here With My Life? by The Seabury Press. This book is designed to show students how to analyze their capabilities, accomplishments, and interests to help them plan their future career and their life. To be used in conjunction with What Color is Your Parachute? Circulation period 3 wks., suggested for teachers, counselors, and the secondary level.
JRSR	Exploring Data Processing Careers, by South-Western Publishing Co. A combination text-workbook designed to inform students about data processing careers. Circulation period 1 wk., suggested for junior high and secondary level.

JRSR BOOK SERIES

Call No.	Book
	The Consumer Education Series, Pendulum Press, Inc. Three sample books from a series.
HF 5381 .S864 JRSR	Viewing Your Career. Eight chapters covering different aspects on careers such as: choosing a location, part-time jobs, full-time jobs, labor unions, etc. Circulation period 2 weeks, suggested for grades 9-12.
TX 335 .R35 1973 JRSR	Consumer Purchasing. Seven chapters showing the consumer various situations of consumer spending and explaining the when, where and why's of the money involved. Circulation period 2 weeks, suggested for grades 9-12.
HG 179 .J56 JRSR	Dollar Power. Ten chapters showing the consumer how to handle his money more wisely. Circulation period 2 weeks, suggested for grades 9-12.
	What Job For Me? Series, McGraw-Hill Book Company. Two copies available from a series of booklets designed to help young people find out more about jobs and the world of work. Sample copies available: Ginny the Office Assistant, Phil the File Clerk. Circulation period 1 week, suggested for use by junior high and secondary students.

Call No.	Book
JRSR	Values and Decisions, by Xerox. Focuses on a significant historic issue in which decision makers and their advisors go through the dilemma of decision making. Includes the following titles: Intervention: The Vietnam Buildup Political Justice: The Haymarket Three Isolation: The U.S. and the League of Nations Union or Secession: The Compromise of 1850 Conquest: Manifest Destiny and Mexican Land Confrontation: The Cuban Missle Crisis Neutral Rights: Impressment and the Chesapeake Outrage Impeachment: The Presidency on Trial Circulation period 2 wks., suggested for junior high and secondary level.
JRCR	The Black Experience in America Series, by Xerox. Each unit includes episodes in United States history which is relevant to both blacks and whites. Includes the following titles: Pioneers and Planters: Black Beginnings in America The Hurricane Promise: Free Negroes Before the Civil War Rebellion and Protest: The Anti-Slavery Crusade Forward for Freedom: Mr. Lincoln and the Negroes Reign of Jim Crow: Separatism and the Black Response Northward Bound: From Sharecropping to City Rights Glory Road: The Visible Black Man Struggle for a Nation's Conscience: Civil Rights Pride and Power: From Watts to Mexico City Circulation period 2 wks., suggested for junior high and secondary level.

Call No.	Book
	Arco-Rosen Career Guidance Series, by ARCO. This series covers all the major careers in practical terms for the person who is interested in more than a job. Circulation period 2 wks., suggested for grades 9-12. Titles include:
NK 2116 .G7 1971 JRSR	Your Future in Interior Design
JK 716 .G68 1971 JRSR	Your Future in the Federal Government
LB 1775 .S52 1971 JRSR	Your Future in Elementary School Teaching
HF 5547.5 .N68 1971 JRSR	Your Future as a Secretary
TT 958 .F27 1971 JRSR	Your Future in the Beauty Business
HF 5549.5 .E45 W53 1971 JRSR	Your Future in Jobs Abroad
TT 507 .F35 1971 JRSR	Your Future in Fashion Design
TL 147 .T32 1971 JRSR	Your Future in Automotive Service

Call No.	Book
TL 521.312 .L4 1971 JRSR	Your Future in NASA
HV 8143 .G2 1971 JRSR	Your Future in Law Enforcement
R 728.8 .C44 1971 JRSR	Your Future in Medical Assisting
TL 561 .S3 1971 JRSR	Your Future as a Pilot
RB 37 .P28 1971 JRSR	Your Future in Medical Technology
R 690 .K3 1971 JRSR	Your Future as a Physician
RK 60 .V47 1971 JRSR	Your Future in Dentistry
HD 1379 .D8 1971 JRSR	Your Future in Real Estate
TX 164 .P33 1971 JRSR	Your Future as a Home Economist
TK 7845 .N46 1971 JRSR	Your Future in the High Fidelity Industry

Call No.	Book
HF 5381 .W77 1971 JRSR	Your Future in Your Own [illegible]ness
QA 76.25 .D3 1971 JRSR	Your Future in Computer Prog[illegible]ming
RA 972.5 .K5 1971 JRSR	Your Future in Hospital Work
QC 783.8 .T45 1971 JRSR	Your Future in Nuclear Energy Fields
Z 278 .C67 JRSR	Your Future in Publishing
HG 6053 .S58 1971 JRSR	Your Future in Insurance
RS 122.5 .K7 1971 JRSR	Your Future in Pharmacy
TT 958 .G39 1971 JRSR	Your Future in Beauty Culture
HG 2491 .B6 1971 JRSR	Your Future in Banking
TR 154 .K45 1974 JRSR	Your Future in Photography

Call No.	Book
TX 164 .A4 1971 JRSR	Your Future as a Dietitian
TX 911 .S6 1971 JRSR	Your Future in Hotel Management
TS 227.7 .B4 1971 JRSR	Your Future in Welding
TX 763 .025 1971 JRSR	Your Future in the Bakery Industry
RT 82 .R56 JRSR	Your Future in Nursing Careers
HF 5548.2 .B46 1971 JRSR	Your Future in the Electronic Computer Field
TP 492.7 .D27 1971 JRSR	Your Future in Air Conditioning and Refrigeration
HE 8689.6 .R53 JRSR	Your Future in Broadcasting
TK 7845 .K4 1971 JRSR	Your Future as an Electronic Technician

Call No.	Book
RK 60.5 .F7 1971 JRSR	Your Future in Dental Assisting
TX 945 .W43 1971 JRSR	Your Future in Restaurants and Food Service

JRSR KITS

Call No.	Kit
KT JRSR CE1	Duo-Media Career Education Kit, Career Education Associates. Cassette and photo-guide, sample copy on physician's assistant. Circulation period 2 weeks, suggested for 7-12.
KT JRSR CE2	Job Experience Kit, Science Research Associates, Inc. Work simulation experiences in 20 self-contained kits (may be checked out singly if kit is not in use). Circulation period 1 week, suggested for 7-11.

Occupations included:

Appliance Serviceman	Beautician
Plumber	Secretary
Carpenter	Veterinarian
Draftsman	Librarian
Electronic Technician	Lawyer
Accountant	Police Officer
Medical Technologist	Elementary School Teacher
Truck Driver	Automobile Mechanic
X-ray Technician	Motel Manager
Designer	Salesperson

KT JRSR CE3	The Changing Work Ethic, Guidance Associates. Two filmstrips with cassettes and discussion guide. Part I--You and Work; Part II--Work and Society. Circulation period 1 week, suggested for 7-12.
KT JRSR CE4	Preparing for After Graduation, Universal Education and Visual Arts. Four filmstrips with cassettes and teacher's guide. Includes Looking for a Job?, Where to Start, Your First Job Interview, The Job Is Yours, Furthering Your Education. Circulation period 2 weeks, suggested for 10-12.
KT JRSR CE5	KNOW-Knowledge Needed to Obtain Work, Science Research Associates, Inc. A guide presenting an organized approach to job hunting, including transparencies and discussions. Circulation period 2 weeks, for use by teachers and counselors.
KT JRSR CE6	Careers in Agriculture, Vocational Education Production. Eight filmstrips and cassettes covering the role and importance of agriculture in our society with career exploration and planning information. Circulation period 2 weeks, suggested for 9-12.

Call No. Kit

Careers include:

Careers in Farm Supplies
Careers in Government Services
Careers in Farm Services
Careers in Farm Machinery Sales and Service
Careers in Animal Industry
Careers in Crops
Careers in Natural Resource Management
Careers in Ornamental Horticulture

KT JRSR CE7 — World of Work: Readings in Interpersonal Relationships, McGraw-Hill Book Co. Fifty illustrated fiction stories of four pages each to acquaint the reader with job-worker situations. Multiple choice, short answer, and discussion questions are provided. All in a permanent storage box. Circulation period 4 weeks, suggested for 8-12.

KT JRSR CE8 — Office Worker Series, Interpretive Education. Five filmstrips with cassettes and brief teacher manual:

The Office
Getting Along
The Way You Look
Using the Telephone
Filing

Circulation period 2 weeks, suggested for 9-12.

KT JRSR CE9 — Payroll Clerk, Mt. San Jacinto College. Skilled training in computing the payroll, including cassettes, student materials, and teacher's key. Circulation period 4 weeks, suggested for 10-12.

KT JRSR CE10 — Career Education Program, The New York Times. Guide for using The New York Times School Service in the classroom, includes career awareness material. Circulation period 2 weeks, suggested for junior high and high school teachers of English or Social Studies.

KT ELEM JRSR CE11 — Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide. Circulation period 3-5 weeks, suggested for 4-8.

Call No. Kit

KT ELEM JRSR CE12 — Educator's Kits, Let's Save the Children, Inc. Units based on experiences of popular black personalities (Roberta Flack, Isaac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson). Includes books, teachers guide, puzzles, and coloring books. Circulation period 4 weeks, suggested for K-8.

KT ELEM JRSR CE13 — Compulearn Career Education Program, Random House. A battery operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulating period 3 weeks suggested for K-12.

KT JRSR CE14 — World of Work, Part I, Eyegate. Eight filmstrips with cassettes covering eight areas of employment, also includes teacher's guide. Circulation period 1 week suggested for junior high and secondary students. (Educable Mentally Retarded).

Titles include:
- What is Your Future In the Changing World?
- Automobile Mechanic
- TV and Radio Repair
- Tool and Die Maker
- Electrician
- Printer
- Sheet Metal Worker

KT JRSR CE15 — World of Work, Part II, Eye Gate. Six filmstrips with cassettes covering six areas of employment, also includes teacher's guide. Circulation period 1 week, suggested for junior high and secondary students. (Educable Mentally Retarded).

KT JRSR CE16 — Education for Occupations, Eye Gate. Eight filmstrips with cassettes covering eight areas of employment. Circulation period 1 week, suggested for junior high and secondary students (EMR).

Titles include:

- Working in a Service Station
- Working in a Supermarket
- Working in the Printing Industry
- Working in the Food Services
- Working With Business Machines
- Working in Manufacturing
- Working in Building Maintenance
- Working in a Hospital

KT ELEM JRSR CE17 — The Paycheck Puzzle by Guidance Associates. A two part series. Part I explains automatic and voluntary payroll deductions. Part II examines types and variations of benefits young workers may encounter. Circulation period 1 week, suggested for K-12.

KT
ELEM
JRSR
CE18

Jobs and Gender by Guidance Associates. Explores how sexual barriers and stereotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through male teachers, a male nurse, etc. Circulation period 1 week, suggested for K-12.

KT
JRSR
CE19

Career Education, Series A, Interpretive Education. Five filmstrips with cassettes and teacher's manual. A multi-media approach designed to give the student a broad, general overview of jobs in the service, factory, sales and distributive areas. Circulation period 1 week, suggested for secondary students.

Titles include:
- Introduction to Careers
- Service Jobs
- Factory Jobs
- More Factory Jobs
- Sales and Distribution

KT
JRSR
CE20

Career Education, Series B, Interpretive Education. Five filmstrips with cassettes and teacher's manual. Multi-media program to give the students an awareness of many different occupations. Circulation period 1 week, suggested for secondary students.

Titles include:
- Explanation of Jobs
- Structural Jobs
- Bench Work Jobs
- Agricultural Jobs
- Miscellaneous Jobs

KT
JRSR
CE21

Dynamic Consumer Decision-Making, J. C. Penney Company, Inc. A notebook with two cassettes, 20 slides and example pages to help consumers to learn to improve and be more conscious of their decision-making. Circulation period 4-6 weeks, suggested for secondary students.

KT
JRSR
CE22

Getting a Job, Educational Design, Inc. Twelve cassettes and 24 student record booklets plus instructor's guide in a permanent storage box to enable the student to prepare for problems he will encounter when he is looking for work. Circulation period 4 weeks, suggested for high school students, graduates or dropouts.

Titles include:
- Contacting Job Interviews
- The Agency Interview
- Words You Must Learn
- What You Need to Know to Fill Out an Application Form
- Job Interview Skills: Making a Good Impression
- Job Interview Skills: Selling Yourself
- Job Interview Skills: The Positive Approach
- Job Interview Skills: The Wrap-Up
- Job Interview Skills: Handling Difficult Questions
- Campus Interview - Discussion Tape A, B, and C.

Call No.	Kit
KT JRSR CE23	Careers in the Fashion Industry, Butterick Fashion Marketing Company. Filmstrips, cassettes, sample sheets and teacher's guide designed to present an overview of the fashion industry. Circulation period 4 weeks, suggested for secondary level.
KT JRSR CE24	Careers in Health, Butterick Fashion Industry. Explores the variety of health specialists who assist in the process of diagnosis and treatment in a typical community hospital. Circulation period 4 weeks, suggested for junior high and secondary level.
KT JRSR CE25	Careers in the Food Industry, Butterick Fashion Industry. Centers on the various careers involved with nutrition and dietetics, and with consumer affairs as a link between the consumer of food products and the producer or merchandiser of food products. Circulation period 4 weeks, suggested for junior high and secondary level.
KT JRSR CE26	Family Financial Statement, by South-Western Publishing Co. An introduction for young people to financial management in order to prepare them for the responsibility of money management. Circulation period 4 weeks, suggested for 9-12.
KT JRSR CE27	Life Issues of Older Teens, by Society for Visual Education. A four part kit with filmstrips and cassettes with titles which include: What Do You Believe About Life? Choosing a Career Preparing for Marriage Relating to those in Authority Circulation period 1 week, suggested for junior high and secondary level.

Call No.	Kit
KT JRSR CE28	Finding & Getting a Job, by Society for Visual Education Inc. The titles include: Choosing Your Career Finding a Job Opening Applying for a Job The Job Interview Your First Months on the Job You and the Changing World of Work Circulation period 2 weeks, suggested for junior high and secondary level.
KT JRSR CE29	Setting Goals, by Guidance Associates. Illustrates the process of testing and questioning involved in choosing the goals or tasks that best suit one's abilities and interests. Circulation period 1 week, suggested for junior high and secondary level.
KT JRSR CE30	Interpersonal Relationships, by Guidance Associates. Designed to help students become more aware of the importance of relationships with others in several ways, such as the influence of one's self-concept on interpersonal relationships. Circulation period 1 week, suggested for junior high and secondary level.
KT JRSR CE31	A Career in Computers, by Pathescope Educational Films and Associated Press. It gives a broad picture of careers in computers and conducts interviews with people working successfully in job situations. Circulation period 1 week, suggested for junior high and secondary level.

Call No.	Kit
KT JRSR CE32	Understanding Your Parents, by Guidance Associates. In-depth interviews with young people and parents develop insight into factors affecting parent/child relationships; ways to build satisfying communication in the home. Circulation period 1 week, suggested for 7-12.
KT JRSR CE33	Career Values: What Really Matters to You, by Guidance Associates introduces concept that personal values are a key ingredient in job satisfaction. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE34	What You Should Know Before You go to Work, by Guidance Associates. Begins with ways to narrow career choices and goes through necessary information on obtaining a job. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE35	Job Hunting: Where to Begin, by Guidance Associates. Helps work bound youngsters prepare to organize an effective job search. It discusses such things as where to begin looking for a job and problems which may arise while job hunting. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE36	Your First Week on the Job, by Guidance Associates. A two-part kit which deals with: Priorities, Office Manners, Making a Phone Call, Office Grooming, Taking a Break and Dealing with complaints. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE37	Testing, Testing, Testing, by Guidance Associates. Introduces the different types of tests and gives practical tips on reading instructions, reviewing answers and handling various kinds of questions. Circulation period 1 week, suggested for junior and secondary levels.
KT JRSR CE38	Job Attitudes. Liking Your Job and Your Life, by Guidance Associates. Students meet various workers who enjoy both their work and their life. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE39	Job Attitudes: A Job that Goes Someplace. Activity involves students in decision-making situations and stresses how prejob planning and on-the-job attitude directly affects career programs. Circulation period 1 week, suggested for junior high and secondary levels.

Call No.	Kit
KT JRSR CE40	Forming Beliefs, by Guidance Associates. To help the adolescent become more sure of himself and gain psychological independence. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE41	Developing Values, by Guidance Associates. To help the adolescent recognize and understand values, both his own and someone else's. Circulation period 1 week suggested for junior high and secondary levels.
KT JRSR CE42	Understanding Emotions, by Guidance Associates. To help students achieve a better understanding of the dimensions of emotions and emotional expression. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE43	Shaping Identity, by Guidance Associates. Explores the concept of identity in terms of individuality and non-conformity. It also examines the influences of heredity and environment on identity. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE44	Improving Your Study Skills, by Guidance Associates. To help students develop an organized approach to studying, to make effective use of time by scheduling it carefully and sensibly. Circulation period 1 week, suggested for junior high and secondary levels.
KT JRSR CE45	Pistachio Productions, by Judy Rae Kuhlman. To help children identify various careers through a developmental process of work association. Circulation period 2 weeks, suggested for junior high and secondary levels.
KT JRSR CE46	Careers in Housing: The Interior, by Butterick Fashion Industry. Designed to give an idea of what an interior designer's job entails. Circulation period 4 weeks, suggested for junior high and secondary level.

Call No.	Kit
KT JRSR CE47	Preparing for the Jobs of the 70's, by Guidance Associates. To provide the student with a guide to the various career opportunities that are available in the 70's decade. Circulation period 1 wk., suggested for vocational counselors and junior-senior level.
KT JRSR CE48	Typical Gyps & Frauds, by Changing Times Education Service. (Complete with records and cassettes.) To help students learn to recognize and avoid fraudulent schemes and deceptive practices. Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE49	So You Want to Use Credit, by Changing Times Education Service. (Complete with records and cassettes.) To prepare students for the wise use of credit. The stories are open-ended to leave the resolution of the problem to the student. Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE50	Banking and Banking Services, by Changing Times Education Service. (Complete with records and cassettes.) To alert students in handling their money problems through the use of the many beneficial financial services available and to show how to make comparisons and decisions. Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE51	Let's Go Shopping, by Changing Times Education Service. (Complete with records and cassettes.) Designed to teach students how to meet personal and family needs with limited means in a marketplace that presents unlimited choices requiring basic skills and understanding. Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE52	So You Want Wheels, by Changing Times Education Service. (Complete with records and cassettes.) Deals with teaching youth the important principles of shopping for an automobile--principles that will be transferred to shopping for other items. Circulation period 1 wk., suggested for junior-senior high.
KT JRSR CE53	Money Management, by Changing Times Education Service. Cartoons, questionnaires, role-playing situations and other learning resources help students develop the practical skills they need in handling money everyday. Circulation period 2 wks., suggested for grades 9-12.

Call No.	Kit
KT JRSR CE54	The Marketplace, by Changing Times Education Service. To teach students to evaluate advertising, show them how to avoid common gyps and frauds, and alert them to the importance of warranties, guarantees and labels. Circulation period 2 wks., suggested for secondary level.
KT JRSR CE55	Consumer Law, by Changing Times Education Service. Designed to inform students of their legal rights and responsibilities, show them the relationship of law to consumer rights and acquaint them with the channels for their grievances. Circulation period 2 wks., suggested for secondary level.
KT JRSR CE56	Insurance, by Changing Times Education Service. This kit will enable students to gain understanding of all types of insurance, to be able to define their goals and expectations involving insurance, and to sharpen their skills as insurance consumers. Circulation period 2 wks., suggested for secondary level.
KT JRSR CE57	Saving and Investing, by Changing Times Education Service. To show students ways to make their money grow through regular savings plans, help them understand the workings of the stock market and savings institutions, and also alert them to the advantages and risks of real estate and commodity investing. Circulation period 2 wks., suggested for grades 9-12.
KT JRSR CE58	Housing, by Changing Times Education Service. To familiarize young consumers with legal and financial aspects of buying and renting, help them discover the hidden as well as obvious costs of maintaining a home, and guide them in deciding which is the better alternative for themselves--buying or renting. Circulation period 2 wks., suggested for grades 9-12.
KT JRSR CE59	Hat in the Ring, by Changing Times Education Service. Students take on the roles of candidates and travel from state to state competing with other candidates. Circulation period 1 wk., suggested for grades 9-12.
KT JRSR CE60	Coalition, by Changing Times Education Service. Nominated candidates vie for the support of special interest groups in an effort to capture the electoral college votes to win the presidency. (To be used after Hat in the Ring.) Circulation period 1 wk., suggested for grades 9-12.
KT JRSR CE61	A Career in Engineering, by Pathescope Educational Films, Inc. Describes jobs available in the field of engineering and uses interviews to

Call No.	Kit
	determine the training, job satisfactions, and opportunities. Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE62	The Metric System, by McGraw-Hill Films. Designed to give a brief account of the history of measurement and an explanation of the metric system. Circulation period 1 wk., suggested for junior high level.
KT JRSR CE63	The Future of the Family, by Guidance Associates. This filmstrip proposes that the problems which are making the nuclear family structure complicated can and are being dealt with. Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE64	WORK-Widening Occupational Roles Kit, by Science Research Associates. A speciman set of the larger WORK. (A description follows.) Circulation period 1 wk., suggested for junior high and secondary level.
KT JRSR CE65	WORK-Widening Occupational Roles Kit, by Science Research Associates. To help the student understand himself and as a result give him the tools for intelligent vocational planning as he matures. Circulation period 2 wks., suggested for junior high and secondary level.
KT JRSR CE66	Munson Career Game Box, by Houghton-Mifflin. Numerous games used in helping the student decide his areas of interest and ability. Circulation period 2-3 wks., suggested for grades 7-12.
KT JRSR CE67	ERC Planet Management Game, by Houghton-Mifflin. Ecological game situations in all areas of the environment. Circulation period 2 wks., suggested for grades 7-12.
KT JRSR CE68	Livelyhoods: Careers for Your Lifestyle, by Houghton-Mifflin. To create greater awareness of careers and their resulting lifestyles. Circulation period 4 wks., suggested for secondary level.
KT JRSR CE69	DECISIONS: A Values Approach to Decision Making, by Charles E. Merrill Publishing Company. Provides an opportunity for students to examine the components of decision making and the relationship of values to decision making. Circulation period 2 wks., suggested for junior high and secondary level.

Call No.	Kit
KT JRSR CE70	Deciding, by College Entrance Examination Board. This material places an emphasis on practice in using the concepts and skills of decision-making. Circulation period 3 wks., suggested for junior high and secondary level.
KT JRSR CE71	Consumer Advertising, by Proctor and Gamble. To explain the story of advertising to students as the major advertisers know and practice it. Circulation period 1 wk., suggested for secondary level.
KT JRSR CE72	The Job Game, by Employment Training Corporation. A presentation of training and counseling to provide students with information and ideas on job changes. Circulation period 1 wk., suggested for secondary and post-secondary level.
KT JRSR CE73	Life/Career Development System, by Human Development Services, Inc. Deals with such issues as life roles, values, goals, life-style preferences, coping skills, and personal barriers as they relate to making rewarding and satisfying choices and decisions throughout a lifetime. Circulation period made by arrangement, suggested for grades 9-12.
KT JRSR CE74	Careers in Office Services, by Butterick Publishing Company. Designed to make the student aware of the range of occupations in office services and their functions. Circulation period 4 wks., suggested for junior high and secondary level.
KT JRSR CE75	Careers in Child Care and Youth Guidance, by Butterick Publishing Co. Investigates some of the careers in the field of child care and child social services. Circulation period 4 wks., suggested for junior high and secondary level.
KT JRSR CE76	Careers in Consumer Affairs, by Butterick Publishing Co. Introduces students to the world of consumer education and those jobs that are available within the field. Circulation period 4 wks., suggested for junior high and secondary level.
KT JRSR CE77	The Working World of a Secretary, by Eye Gate. Describes the basic office practices and procedures such as memos, mail and the telephone. Circulation period 2 wks., suggested for grades 9-12.

Call No.	Kit
KT JRSR CE78	Games/Simulations, by California Learning Simulations. Educational games and simulations to promote social interaction and help to improve verbal communications. Though principal emphasis is on mathematics and communication skills, social studies and science also are treated. Each is coded to areas. Simulations may be used individually or in units. No special equipment is necessary. Circulation period 4 wks., suggested for grades 7-9.

JRSR PERIODICALS

Volume and Number	Name Publisher
P JRSR	CAREER WORLD, Curriculum Innovations, Inc. Circulation period 2 weeks, suggested for 7-12.
	Major topics covered:
I-2 Oct. 72	Engineers and Engineering Technicians
I-3 Nov. 72	Communications and Media Home Economics Careers in the Building Trades
I-4 Dec. 72	Air Transportation Business and Office
I-5 Jan. 73	Careers in Psychology
I-6 Feb. 73	Opportunities in the Criminal Justice System Apprentice Training
I-8 Apr. 73	Health Careers
I-9 May 73	Oceanography Insurance Careers
II-5 Jan. 74	Computer Careers and Other White Collar Jobs Electronic Technicians Tool and Die Makers
II-6 Mid-Feb. 74	Working for Uncle Sam
II-7 Mar. 74	Jobs in Journalism
II-8 Apr. 74	Marketing and Distribution
II-9 May 74	Agribusiness

Volume and Number	Name Publisher
	CAREER WORLD, cont.
III-2 Oct.74	Home Economics Careers
III-4 Dec. 74	Recreation Careers Merchant Marines Police Officer Telephone Operators
III-1 Sept. 74	Producing, Using, and Controlling Energy Actors and Actresses Postal Clerks Day Care Aids
III-9 May 75	Careers in Selling Wastewater Treatment Plant Operators Shorthand Reporters Veterinarians
III-8 Apr. 75	Self-Employment
III-3 Nov. 74	Careers in the Building Trades
III-6 Feb. 75	Health Careers Executive Housekeepers Divers
III-5 Jan. 75	Careers in Trucking Lawyers Lithographic Printers Jobs With Horses
III-7 Mar. 75	Repair Persons and Mechanics Public Relations Specialists Photographers Psychologists
P JRSR	Job Sheets, by Alumnae Advisory Center, Inc. Circulation period 2 wks., suggested for junior high and secondary level. Titles include:
Nov. 74	Acting
Jan. 73	Airline Flight Attendant
Apr. 72	Ecology
June 74	Legal Assistant
Jan. 73	Mathematics in Business
July 74	Medical Support Personnel
Oct. 74	Modeling
Sept. 72	Music
Mar. 74	Nursing
Oct. 74	Police Work
July 74	Psychology

Volume and Number	Name Publisher
July 74	Secretary
Jan. 73	Speech Pathology and Audiogy
Dec. 74	Teaching
P JRSR	Focus on Guidance, by Love Publishing Company. Circulation period 1 week, suggested for teachers, counselors, and administrators. Titles include:
May 75	Counseling Trends and Role Identification
June 75	Nonverbal Communication
P JRSR	18 Almanac: A Handbook for Leaving High School, 1973 Approach 13-30 Corporation. Circulation period 1 wk., suggested for high school seniors and counselors. Copy of handbook published annyally for high school seniors at the cost of $2 per copy.
P JRSR	EMPHASIS CAREER EDUCATION, Emphasis Inc. Circulation period 2 wks., suggested for 9-12.
P JRSR ELEM	CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 wks., suggested for teachers, counselors, and administrators.
May 73	
June/July 73	
Sept./Oct. 73	
Nov. 73	
Dec. 73	
Jan. Feb. 74	
Mar. 74	
Apr./May 74	

Call No.	Filmstrip
FS JRSR CE1	Are You Looking Ahead?. Eye Gate. Ten filmstrips with a teacher's manual designed to prepare students mentally, socially and emotionally for the world of work. Circulation period 1 week, suggested for junior high and secondary students. Titles include: Do You Like Flowers? Do You Like Sports? How About Being a Key Punch Operator? Do You Love Animals? Would You Like to Be a Cashier? How About Office Work? How About Being an Electronics Assembler? Would You Like Hospital Work? Want to Work in a Laundry? Would You Like to Sell?
FS JRSR CE2	World of Work by Counselor Films, Inc. This divides the work world into ten major categories and shows selected occupations in each category. Circulation period 1 week, suggested for junior high and secondary levels.

JRSR CASSETTES

Call Number	Name
CT JRSR CE1	"Carbon Duplication," Mt. San Jacinto College. Skilled training in making typewritten carbon copies and other office reproduction. Circulation period 2 weeks, suggested for 11 and 12.

JRSR POSTERS

Call No.	Poster
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
	Career Posters, Minnesota Department of Education. Posters showing careers in various areas related to subjects shown below and further divided according to amount of education necessary for each. (laminated to add more careers in spaces provided) Circulation period 4 weeks suggested for 6-12.
PA JRSR CE2	Industrial Education Careers
PA JRSR CE3	English Careers
PA JRSR CE4	Social Studies Careers
PA JRSR CE5	Agricultural Science Careers
PA JRSR CE6	Science Careers
PA JRSR CE7	Business Careers
PA JRSR CE8	Mathematics Careers
PA JRSR CE9	Distributive and Marketing Careers
PA JRSR CE10	Music Careers

Call No.	Poster
PA JRSR CE11	Art Careers
PA JRSR CE12	Home Economics Careers
PA JRSR CE13	Physical Education and Health Careers
PA JRSR CE14	Foreign Language Careers
PA JRSR CE15	Guidance Publications Chronicle Posters. Nine different posters representing various types of work. Circulation period 4 weeks, suggested for junior high and secondary students.
PA JRSR CE16	A Career for You by South-Western Publishing Co. Shows fifteen job clusters which represent groups of occupations. Circulation period 4 weeks, suggested for junior high and secondary level.
PA JRSR CE17	Career Education is Discovery, by Judy Rae Kuhlman. A bulletin board set-up with pictures representing the many occupations available today. Circulation period 4 weeks, suggested for junior high and secondary level.

Call No.	Poster
	The Job-Finding Posters, by Education Systems and Publications. Circulation period 4 wks., suggested for grades 9-12.
PA JRSR CE18	How to Locate the Jobs
PA JRSR CE19	How to Sell Yourself in a Job Interview
PA JRSR CE20	The Job Finding Process
PA JRSR CE21	How to Fill in the Application Blank
PA JRSR CE22	The Job Finding Letter
PA JRSR CE23	The Job Finding Resume
PA JRSR CE24	Lifestyles 2000. A brief look at what life may be like in the year 2000. Circulation period 4 wks., suggested for grades 9-12.
PA JRSR CE25	Occupational Clusters. A set of 14" x 11" cards giving a broad overview of career clusters and related areas. Suggested for junior high and secondary level. Circulation period 4 wks.
PA JRSR CE26	I Want You (to Have a Good Career) by Vocational Biographies, Inc. Depicts the benefits at stake and the requirements for finding the right career. Circulation period 3 wks., suggested for grades 9-12.
	Related posters dealing with lifetime income, educational level, and job selection by Garrett Park Press. Circulation period 2 wks., suggested for grades 9-12.
PA JRSR CE27	Lifetime Income and Educational Level for Men
PA JRSR CE28	Educational Requirements for Selected Occupations
PA JRSR CE29	Earnings by Occupation: Nonprofit Organizations

Call No.	Poster
PA JRSR CE30	Job Search Pyramid: 15 Steps to Career Development
PA JRSR CE31	Earnings By Occupation: Profit Making Industries

Career Clusters Posters, by Houghton Mifflin Company. 15 posters depicting various careers. Circulation period 4 wks., suggested for the secondary level.

PA JRSR CE32	Elect a Career in Public Services
PA JRSR CE33	Be Resourceful-Try a Career in Environment
PA JRSR CE34	Tailor a Career in Personnel Services
PA JRSR CE35	Make Your Career in Manufacturing
PA JRSR CE36	Reap the Rewards of a Career in Agribusiness and Natural Resources
PA JRSR CE37	Are You the Business and Office Type?
PA JRSR CE38	How Do You Feel About Health Careers?
PA JRSR CE39	Cook Up a Career in Consumer and Homemaking Education
PA JRSR CE40	Create Your Career in Fine Arts and Humanities
PA JRSR CE41	Shop Around in Marketing and Distribution Careers
PA JRSR CE42	"Sea" About a Marine Science Career

Call No.	Poster
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PA JRSR CE47	Infusion: A Career Education Strategy, by Highline Public Schools. Defines Career Education in terms of what it hopes to accomplish. Circulation period 4 wks., suggested for junior high and secondary level.

LIST OF MICROFICHE ON FILE

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State Fair Community College
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Spring 1976

ELEM BOOK SERIES

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	Sports Heroes Series, by Lerner Publications Company. Focuses on the careers of outstanding athletes who achieved fame in one of the following sports. Circulation period 2 weeks, suggested for grades 3-6.
GV 867.5 .R34 1975 ELEM	Baseball's Home-Run Hitters
GV 884 .A1 R34 1975 ELEM	Basketball's Big Men
GV 1131 .R34 1975 ELEM	Boxing's Heavyweight Champions
GV 939 .A1 R34 1975 ELEM	Football's Clever Quarterbacks
GV 939 .A1 R35 1975 ELEM	Football's Rugged Running Backs
GV 848.5 .A1 R34 1975 ELEM	Hockey's Top Scorers

Racing Books Series, by Lerner Publications Company. Covers the fundamentals of motor racing, the most famous races, and the greatest race car drivers. Circulation period 3 weeks, suggested for grades 3-6.

GV
1033.5
.I55
K74
ELEM

The Indianapolis 500

GV
1029.9
.I25
P66
1973
ELEM

Ice Racing

GV
857
.S6
P84
1973
ELEM

Snowmobile Racing

GV
1032
.A1
D55
ELEM

International Race Car Drivers

GV
1033
.P84
ELEM

Track Racing

GV
1029
.P78
ELEM

Road Racing

GV
1032
.A1
D54
ELEM

American Race Car Drivers

GV
1060
.P83
1973
ELEM

Motorcycle Racing

The What Is It Science Library, by Lerner Publications Company. Eleven books which contain 33 units of elementary science subjects. Circulation period 4 weeks, suggested for upper elementary.

Large, Small and Medium

What Flies, Walks, and Crawls?

Underwater Animals

Winged Creatures

'Round About Us

Hear, See, and Feel

Power and Energy

Sparks and Storms

General Science

Growth and Time

What's Out There? (Index)

ELEM KITS

KT ELEM CE33 — Free To Be... You and Me, by McGraw Hill. Circulation period 2 weeks, suggested for elementary level.
Friendship and Cooperation discusses the two-way street of interpersonal relationships between friends and siblings and reflects the conflicts and rewards of love and sharing.
Expectations examines life goals and social roles from the point of view of individual fulfillment rather than outdated conventional or traditional sterotypes of sex, race, age or social class.
Independence develops the conviction that one's unique gifts and talents are gifts to be used, enjoyed and never hidden.

KT ELEM CE36 — Workers We Know, by Chronicle Guidance Publications, Inc. Makes extensive use of listening, role-playing, animation, group discussion, puppet play, inquiry, riddles, games, physical activities, art, music, and other creative activities. Circulation period 2 weeks, suggested for grades K-6.

KT ELEM CE37 — Simple Circuits. See previous description for Shoebox Kits. Circulation period 2 wks.

KT ELEM CE38 — Building a Crystal Radio. See previous description for Shoebox Kits. Circulation period 2 wks.

KT
ELEM
CE39

Funtime: Puppets and Shadow Plays, by Children's Press. Develops basic skills through creative expression and provides outlets for positive social interactions and emotional experiences. Circulation period 2 weeks, suggested for the elementary level.

KT
ELEM
CE40

TAD - Toward Affective Development, by American Guidance Service, Inc. Designed to promote psychological and affective maturity by encouraging students to participate in the activities and then to verbalize their thoughts and feelings. Circulation period 4 weeks, suggested for grades 3-6.

KT
ELEM
CE41

The Craft Shop, by Helen Chalfant, LaMonte Elem. A sample of things that may be available in a craft shop. Circulation period 1 week, suggested for the elementary level.

KT
ELEM
CE42

Career Bingo Game, by King Features. Can be used in conjunction with KT, ELEM, JRSR, CE79. Designed to increase the awareness of the wide variety of careers. Circulation period 1 week, suggested for the elementary level.

ELEM POSTERS

PA
ELEM
CE6

City/Farm Picture, by Childcraft. A 30" x 34" poster which shows a city scene on one side and a contrasting farm scene on the other. Circulation period 4 weeks, suggested for the elementary level.

ELEM FILMSTRIPS

FS
ELEM
JRSR
CE6

Career Education in Georgia. Describes the present Career Education program being carried on in Georgia. Circulation period 1 week, suggested for teachers, counselors and administrators.

JRSR BOOKS

Call No.	Book
LB 1027.5 .S77 JRSR	An Introduction to Career Education, by Charles A. Jones Publishing Company. Provides information for the development and implementation of an individualized career program. Circulation period 4 weeks, suggested for teachers, counselors and administrators.
JRSR	Career Education in the Environment, by Olympus Research Corporation. Provides information on existing and emerging career opportunities in this field. Circulation period 4 weeks, suggested for teachers, counselors, administrators and students of the secondary level.
R 690 .A48 JRSR	Horizons Unlimited, by American Medical Association. Covers the broad fields of medicine and the careers allied to it. Circulation period 2 weeks, suggested for secondary students.
HF 5382.5 .J231 .D628 JRSR	The Directory of Overseas Summer Jobs, by Vacation-Work. Lists a variety of job openings in overseas countries. Circulation period 1 week, suggested for secondary students.
BJ 1661 .S55 JRSR	Values Clarification, Hart Publishing Co., Inc. A manual which provides starting points to get students in the process of deciding what his/her values really are. Circulation period 4 weeks, suggested for teachers of the junior high and secondary level.
LC 1011 .H265 JRSR	Clarifying Values Through Subject Matter; Applications for the Classroom, Winston Press, Inc. Applications to use in incorporating value decision-making into the school curriculum. Circulation period 3 weeks, suggested for teachers of the junior high and secondary level.
JRSR	Women in Society, by Women's Liberation Center of Nassau County. Designed to aid teachers in presenting issues of the Women's Liberation Movement. Circulation period 2 weeks, suggested for the secondary level.

Call No.	Book
TL 845 .S65 JRSR	Space Mathematics; a Resource for Teachers, by National Aeronautics and Space Administrations. Consists of a collection of mathematical problems related to space science. Circulation period 3 weeks, suggested for secondary math teachers and students.
JRSR	Space Resources for Teachers: Chemistry, by National Aeronautics and Space Administration. Ten units based on an area of space science and technology in which chemistry plays an important role. Circulation period 3 weeks, suggested for secondary chemistry teachers and students.
JRSR	Computers and Careers: A Suggested Curriculum for Grades 9-12, by U.S. Government Printing Office. Provides guidelines to assist in developing data processing programs. Circulation period 3 weeks, suggested for high school administrators, counselors, and others interested in technical education.
JRSR	The Role of Industrial Arts in Career Education, by Industrial Arts Publications Committee of the American Vocational Association. A pamphlet discussing the various aspects of industrial arts in relation to career education. Circulation period 1 week, suggested for teachers of industrial arts and counselors.
JRSR	A Guide to Improving Instruction in Industrial Arts, by American Vocational Association, Inc. To assist in improving the quality of industrial arts instruction. Circulation period 1 week, suggested for industrial arts teachers.
JRSR	Career Education: New Perspectives for Industrial Arts, by American Vocational Association, Inc. Focuses on three points: (1) the charge of career education from a national United States Office of Education and legislative perspective; (2) an analysis of the challenges for and implications of industrial arts within this framework; and (3) the suggestion of possible stratigies for implementing industrial arts as an integral aspect of career education. Circulation period 1 week, suggested for teachers of industrial arts.

Call No.	Book
JRSR	Career Information: Business and Office Occupations, by American Vocational Association. To assist in finding relevant published career information concerning business and office careers. Circulation period 1 week, suggested for business teachers, counselors and administrators.
JRSR	Distributive Education and You, by American Vocational Association, Inc. Explains the who, what, why and hows of distributive education. Circulation period 1 week, suggested for teachers, counselors and administrators.
JRSR	Challenges and Perspectives for Distributive Education, by American Vocational Education. A report about the National Distributive Education Conference which was assigned the task of developing guidelines for the role of distributive education. Circulation period 1 week, suggested for vocational teachers and administrators.
JRSR	Family Food Buying: A Guide for Calculating Amounts to Buy and Comparing Costs, by U.S. Government Printing Office. Designed to be used in family food programs as a reference. Circulation period 2 weeks, suggested for home economics teachers and students.
JRSR	State Instructional Materials for Distributive Education, by U.S. Government Printing Office. Contains a listing of the available curriculum materials and includes information on each listing. Circulation period 1 week, suggested for vocational teachers, counselors and administrators.
JRSR	Career Information: Marketing and Distribution, by American Vocational Agency. To assist in finding relevant published career information concerning marketing and distributive careers. Circulation period 1 week, suggested for business teachers, counselors and administrators.
LC 1044 .C37 ELEM JRSR	Career Education Resource Guide, by General Learning Corporation. Describes specific classroom practices that have shown promise of reaching an old goal in new ways. Circulation period 3 weeks, suggested for teachers of elementary and secondary level.

Call No.	Book
JRSR	New Directions for Vocational Home Economics, by American Vocational Association. Contains presentations and summaries on such current issues as: (1) high school programs, (2) post-secondary and adult programs, (3) Future Homemakers of America, (4) Women in today's world, and more. Circulation period 1 week, suggested for Home Economics teachers.

JRSR Book Series

JRSR	Military Practice Book Series, by ARCO. Each book can provide incentive in different subject areas for those students interested in the relative career. Areas covered include social studies, vocabulary, verbal analogies, numerical relations, mechanical insight, tool recognition, electrical theory, clerical speed and aptitude, etc. Circulation period 3 weeks, suggested for secondary level. Titles include:
(1)	Tests for Women in the Armed Forces
(2)	Practice for the Armed Forces Tests
(3)	Practice for Army Classification Battery
(4)	Practice for Air Force--Air Force Placement Tests
JRSR	The Fashion Industry Program Series, by U.S. Government Printing Office. Designed to provide information which can be used to establish, expand, or evaluate instructional programs related to the field of fashion. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
JRSR	Career Exploration in the Fashion Industry
JRSR	Apparel Design and Production
JRSR	Textile Design
JRSR	Fashion Merchandising
JRSR	Dry Cleaning and Laundering

Call No.	Book
JRSR	Opportunities in... Series, by Universal Publishing and Distributing Corporation. Designed to provide students with facts about the selected career. Circulation period 2 weeks, suggested for grades 9-12. Titles include:
	...Journalism Careers
	...Accounting Careers
	...Free Lance Writing
	...Recreation and Outdoor Education
	...Mathematics Careers
	...Drafting Career
	...Occupational Therapy
	...Dancing Career
	...Agricultural Engineering
	...Advertising Careers
	...Technical Writing
	...Electrical and Electronic Engineering
	...Hotel and Motel Industry
	...Textile Industry
	...Public Relations
	...Graphic Arts Careers
	...Psychology Careers
	...Physical Therapy

JRSR KITS

Call No.	Kit
KT ELEM JRSR CE79	Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide. Circulation period 3-5 weeks, suggested for 4-8. (Previously cataloged as KT-ELEM-JRSR-CE11 in the Resource Guide.)
KT JRSR CE80	Careers in Insurance, by American Mutual Insurance Alliance. Describes the various job opportunities available in the field of insurance. Circulation period 1 week, suggested for junior high and secondary level.
KT JRSR CE81	Getting Applications Right, by Scholastic Book Services. Contains masters and transparencies of the various applications a person is faced with throughout life. Circulation period 3 weeks, suggested for junior and senior high students who are reading at the fourth to sixth grade levels.
KT JRSR CE82	Career Crosswords, by Scholastic Book Services. Contains masters and transparencies to familiarize the student with job-related situations and words. Circulation period 3 weeks, suggested for junior and senior high school students who are reading at the fourth to sixth grade level.
KT JRSR CE83	Identity: Female, by Donnelly Publishing Corporation. Deals with women's studies as they relate to such areas as history, psychology, sociology, consumerism, etc. Each module consists of group-mode materials to motivate discussion, debate and role play. (Includes independent self-study materials.) Circulation period 4 weeks, suggested for grades 9-14.
KT ELEM JRSR CE84	Career Education in Missouri, by Industrial Materials Laboratory. To be used as a resource for improving or extending local educational systems. Circulation period 1 week, suggested for teachers, counselors and administrators.

Call No.	Kit
KT JRSR CE85	Exploring Careers in Child Care, by McKnight Publishing Co. Examines three career environments: (1) the health care services, which include the hospital and the clinic, (2) the protective services of the day care center, the child welfare agency, and the adoption agency, and (3) the educational services, including the nursery, the kindergarten, the elementary school, and special programs for handicapped children. Circulation period 4 weeks, suggested for home economics teachers in the junior high and secondary level.
KT JRSR CE86	Careers in Focus--Sample Kit, by McGraw-Hill. A description of the program Careers in Focus which contains fourteen clusters, one deals with self-discovery and the other thirteen deal directly with career clusters. Circulation period 1 week, suggested for junior high and secondary level.

JRSR FILMSTRIPS

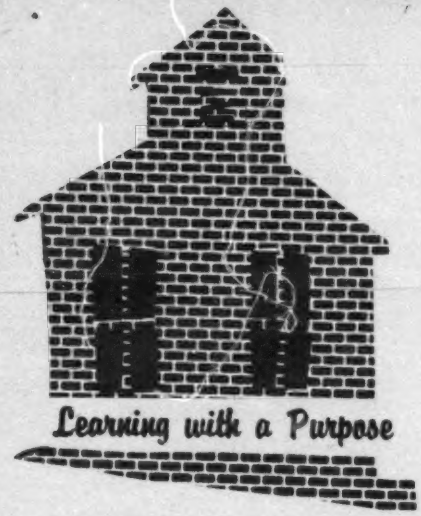
Call No.	Filmstrip
FS JRSR CE3	What Do We Look Like to Others, by Sandler Institutional Films, Inc. Office situations portray the necessity of maintaining good personal appearance, attitudes, conduct and personal habits. Circulation period 1 week, suggested for the junior high and secondary level.
FS JRSR CE4	Your New Job, Sandler Institutional Films, Inc. To give the viewer a brief overview concerning the first day of employment. Circulation period 1 week, suggested for junior high and secondary level.
FS JRSR CE5	I Want to Work for Your Company, by Sandler Institutional Films, Inc. Offers worthwhile tips for a person approaching his first interview. Circulation period 1 week, suggested for junior high and secondary level.
FS ELEM JRSR CE6	Career Education in Georgia, Describes the present Career Education program being carried on in Georgia. Circulation period 1 week, suggested for teachers, counselors and administrators.

JRSR PERIODICALS

Volume and Number	Name Publisher
P JRSR	CAREER WORLD continued from Resource Guide.
IV-2 Oct. 75	The Technological Revolution The Many Faces of Engineering
IV-1 Sept. 75	Careers to Feed a Hungry World Clerk-typist Meteorologist
IV-4 Dec. 75	Air Transportation
P JRSR	Job Sheets continued from Resource Guide.
Sept. 75	Dietetics Government Service How to Look for a Job - a Checklist Industrial Design Occupational Therapy Office Management
Dec. 75	Dental Hygienist Drafter History How to Use Directories in Job Hunting Publications Production Television and Radio Service Technician

APPENDIX C

GUIDES AND MATERIAL ORDER FORM



Guides and Materials Available From
Career Education Project
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

*ORDER FORM ON PAGE 11

Name: James L. Navara

Title: Director, Career Education

Address: State Fair Community College
1900 Clarendon Rd.
Sedalia, MO 65301

Telephone: 816-826-7100, Ext. 37-38

Item 1.

Title: Career Education Newsletter

Description: A monthly newsletter with circulation of over 500 sent to interested administrators, counselors, principals, and teachers. This newsletter highlights activities of the project and provides information about various component areas. Free

To be used by: Administrators, teachers, counselors, project directors, teacher educators, advisory committee members, and school board members.

Purpose: To inform area school individuals of activities, resources, and materials sponsored by Career Education Project.

Item 2.

Title: Career Education Job Placement Directory

Description: A list of resources available in the three county area served by the Career Education Project includes such items as Chamber of Commerce members, resource form for free occupational information and a unit on "You and Your Job." Price $2.50

To be used by: Counselors, job placement specialists, project directors, and students.

Purpose: To provide a centralized source of resource information about the three counties that could be used by students seeking employment.

Item III.

Title: Exploring Jobs Through Project Discovery

Description: A 12 page booklet describing a two week released time program for high school seniors to explore occupational areas of interest. Actually conducted in one small parochial and one public school system. Free

To be used by: Teachers, counselors, project directors, administrators, students.

Purpose: To provide necessary information and forms to explain "Project Discovery" to area students, parents, administrators, and businesses.

Item IV.

Title: Area High School Senior Survey Results

Description: An analysis of the instruments used for Job Development, Placement and Follow-up with the ten school districts, involving more than 800 seniors. Price $1.00

To be used by: Counselors, Job Placement Specialists, Administrators, Project Directors.

Purpose: To obtain baseline data from ten school districts involved with the Career Education Project.

Item V.

Title: Results of the High School Teacher Survey Questionnaire

Description: An analysis of survey instruments of teachers in ten school district and their methods and techniques used in conjunction with Job Development, Placement & Follow-up activities. Price $1.00

To be used by: Teachers, counselors, project directors, administrators, job placement specialists.

Purpose: To determine methods, and techniques used by high school teachers related to Job Development, Placement and Follow-up Activities.

Item VI.

Title: Results of Area High School Counselors Survey

Description: An analysis of survey instruments of counselors in ten school districts related to the Job Development, Placement, and Follow-up activities. Price $1.00

To be used by: Counselors, project directors, job placement specialists.

Purpose: To determine what area high school counselors are doing with Job Development, Placement and Follow-up activities.

Item VII.

Title: Jobs for Students, A Report to School Administrators, Counselors, and the School Personnel

Description: A five page booklet which explains some job development, placement and follow-up techniques used by the Career Education Project at State Fair Community College. Free

To be used by: Counselors, project directors, job placement specialists, administrators.

Purpose: To provide school personnel with an up-date of job development, placement and follow-up techniques and activities.

Item VIII.

Title: Career Education Elementary Guide K-2

Description: This 141 page guide provides career related activities, audio-visual materials, sources of career and occupational information, field trip sites and guest speakers for use in the elementary grades K-2. Price $4.50

To be used by: Teachers K-2, elementary counselors, elementary students and administrators.

Purpose: To be used by elementary teachers K-2 to integrate career education activities into their existing curriculum.

Item IX.

Title: Career Education Elementary Guide 3-4, Volume 1

Description: This 174 page guide provides career related activities about social studies, Missouri, sources of free occupational information, audiovisual materials and field trip and guest speakers. Price $4.50

To be used by: Teachers 3-4, elementary counselors, elementary students, and administrators.

Purpose: To be used by elementary teachers 3-4 to integrate career education activities into their existing curriculum.

Item X.

Title: Career Education Elementary Guide 3-4, Volume 2

Description: This 174 page guide contains career related activities related

Item XII.

Title: Career Education Junior High 7-9 Social Studies

Description: This 62 page guide provides career related activities, audio-visual materials, sources of career and occupational information, field trip sites and guest speakers for use in Social Studies 7-9. Price $2.50

To be used by: Teachers, counselors, project directors, administrators & students.

Purpose: To be used by junior high school Social Studies teachers 7-9 to integrate career education activities into their existing curriculu

Item XII.

Title: Career Education Junior High 7-9 English

Description: This 66 page guide provides career related activities, audio-visual materials, sources of career and occupational information, field trip sites and guest speakers for use in English. Price $2.50

To be used by: Teachers, counselors, project directors, administrators & students.

Purpose: To be used by junior high school English teachers 7-9 to integrate career education activities into their existing curriculum.

Item XIII.

Title: Career Education Junior High 7-9 Science

Description: This 51 page guide provides career related activities, audio-visual materials, sources of career and occupational information, field trip sites and guest speakers for use in Science 7-9. Price $2.50

To be used by: Teachers, counselors, project directors, administrators, & students

Purpose: To be used by junior high school Science teachers 7-9 to integrate career education activities into their existing curriculum.

Item XIV.

Title: Career Education Junior High Guide 7-9 Mathematics

Description: This 63 page guide provides career related activities, audiovisual materials, sources of career & occupational information, field trip sites & guest speakers for use in Mathematics 7-9. Price $2.50

To be used by: Teachers, counselors, project directors, administrators, and studen

Purpose: To be used by junior high school Mathematics teachers 7-9 to integr career education activities into their existing curriculum.

Item XV.

Title:	Career Education Junior High Guide 7-9, Volume 1
Description:	This 240 page guide provides career related activities in home economics, English, social studies, and industrial arts for junior high students. Price $4.50
To be used by:	Teachers 7-9, guidance counselors, administrators & students.
Purpose:	To be used by junior high teachers to integrate career education activities into their existing curriculum.

Item XVI.

Title:	Career Education Junior High 7-9, Volume 2
Description:	This 200 page guide provides career related activities in career information and exploration for junior high students. Price $4.50
To be used by:	Teachers 7-9, guidance counselors, administrators & students.
Purpose:	To be used by junior high teachers to integrate career education activities into existing curriculum.

Item XVII.

Title:	Career Education Junior High 7-9, Volume 3
Description:	This 210 page guide includes activities related to manufacturing, but stresses the subject matter areas of math, science, social studies, art, industrial arts, health & general business. Price $4.50
To be used by:	Teachers 7-9, guidance counselors, project directors, junior high students and administrators.
Purpose:	To be used by junior high teachers to integrate content areas into a manufacturing unit.

Item XVIII.

Title:	Career Education Junior High 7-9, Volume 4
Description:	This 175 page guide includes career related activities in mathematics and science. Price $4.50
To be used by:	Teachers 7-9, guidance counselors, students, administrators and project directors.
Purpose:	To be used by junior high teachers to integrate career education activities into science and mathematics.

Item XIX.

Title: Exploring Careers at Town and Country Shoe Company

Description: An 18 minute slide-tape presentation about various occupational opportunities available at Town and Country Shoe Factory. Designed to be used as an in-school field trip. Free Loan Basis

To be used by: Students, teachers, counselors, and project directors.

Purpose: To show students the various occupational opportunities available at the Town and Country Shoe Factory.

Item XX.

Title: Exploring Careers at Lamy Manufacturing Company

Description: An 18 minute slide-tape presentation about various occupational opportunities available at Lamy Manufacturing Company. Designed to be used as an in-school field trip. Free Loan Basis

To be used by: Students, teachers, counselors, and project directors.

Purpose: To show students the various occupational opportunities available at the Lamy Manufacturing Company.

Item XXI.

Title: Exploring Careers at Rival Manufacturing Company

Description: An 18 minute slide-tape presentation about various occupational opportunities available at Rival Manufacturing Company. Designed to be used as an in-school field trip. Free Loan Basis

To be used by: Students, teachers, counselors, and project directors.

Purpose: To show students the various occupational opportunities available at Rival Manufacturing Company.

Item XXII.

Title: Career Education Secondary Guide, Volume 1

Description: This 170 page guide provides career related activities in art, English, industrial arts, physical education, and science for secondary students. Price $4.50

To be used by: Teachers 10-12, counselors, administrators, and students.

Purpose: To be used by secondary teachers to integrate career related activities into their existing curriculum.

Item XXIII.

Title: Career Education Secondary Guide, Volume 2

Description: This 155 page guide provides career related activities in business education, metrics, and special education. Price $4.50

To be used by: Teachers 10-12, counselors, special education teachers, administrators, and students.

Purpose: To be used by secondary teachers to integrate career related activities into subject matter area.

Item XXIV.

Title: Career Education Secondary Guide, Volume 3

Description: This 263 page guide provides career education related activities in foreign languages. This section includes Spanish, German, and French. Price $5.50

To be used by: Teachers 10-12, administrators, and students.

Purpose: To be used by secondary teachers to integrate career related activities into their subject matter areas.

Item XXV.

Title: Career Education Secondary Guide, Volume 4

Description: This 121 page guide provides career related activities for the area of home economics. The areas covered include family/community relations, home management, foods and nutrition, and clothing and textiles. Price $4.50

To be used by: Teachers 10-12, students and administrators.

Purpose: To be used by secondary teachers to integrate career related activities into home economics.

Item XXVI.

Title: Career Education Secondary Guide, Volume 5

Description: This 170 page guide provides career related activities for the area of mathematics and career clusters. The area covered includes suggestions for mathematics related activities, field trip sites and guest speakers. Price $4.50

To be used by: Teachers 10-12, students and administrators.

Purpose: To be used by secondary teachers to integrate career related activities into mathematics.

Item XXVII.

Title: Career Education Secondary Guide, Volume 6

Description: This 230 page guide provides career related activities in social studies, history and government, contemporary issues, consumer economics, sociology and psychology. The area covered includes career information, field trip sites and guest speakers. Price $5.50

To be used by: Teachers 10-12, counselors, students and administrators.

Purpose: To be used by secondary teachers to integrate career related activities into their existing curriculum.

Item XXVIII.

Title: Job Placement 60 Second Commercials

Description: Four video-tape and two 16 mm film 60 second commercials about job placement services offered at State Fair Community College. Commercials designed to appeal to employers, students and parents. Free Loan Basis

To be used by: Teachers, counselors, project directors, job placement specialist

Purpose: To promote job placement services offered through SFCC.

Item XXIX.

Title: Communicate

Description: A course syllabus designed for students in a job development placement seminar offered to area vocational school students & community college students. Emphasizes resumes, letters of application and other job seeking techniques. Free

To be used by: Teachers, counselors, project directors, job placement specialis and students.

Purpose: To prepare students for employment and that first interview.

Item XXX.

Title: Finding a Job

Description: A 28 page guide prepared for students which emphasizes resumes, interview techniques, applications, and other job seeking skills Free

To be used by: Teachers, counselor ect directors, students, job placement specialists.

Purpose: To prepare students for employment and that first interview.

[redacted]

Title: Career Education Brochure

Description: Brochure designed to orient individuals in three county area about Career Education Project. Free

To be used by: Teachers, students, counselors, project directors, administrators, businesses, parents and other interested persons.

Purpose: To orient individuals to the Career Education Project.

[redacted]

Title: Career Education Course Syllabus

Description: Course syllabus developed by the Career Education Project Staff for graduate level in-service class to be offered as an in-service or pre-service activity. Free

To be used by: Teachers, counselors, students, teacher educators, administrators.

Purpose: To provide some systematic approach to offering Career Education in-service class.

[redacted]

Title: Follow-up Survey, 1974 Graduates

Description: This 67 page report provides the results of the telephone follow-up survey taken in January, 1975 of 864, 1974 graduates of 10 school districts. Report includes methodology, data, analysis, and conclusions and results. Price $2.50

To be used by: Counselors, job placement specialists, project personnel, students, college recruiters, personnel directors, armed forces personnel.

Purpose: To design a systematic follow-up system of graduates of 10 school districts.

[redacted]

Title: Summer Work Observation Program Procedures Handbook

Description: This procedures handbook outlines the program and procedures for the establishment of the Career Exploration/Observation program for 8th and 9th grade students. Handbook includes survey forms, reporting procedures, letter formats and other materials. Price $1.50

To be used by: Junior High exploration coordinators, project directors, counselors, students, exploration site sponsors.

Purpose: To provide operational handbook for Summer Exploration program.

[redacted]

Title: Resource List Career Education Audiovisual Library

Description: This resource list includes over 350 audiovisual items purchased and stored at the Career Education Library housed at SFCC. Included in the list are elementary, junior high, and secondary books, films, kits, pamphlets, posters, and other AV materials related to career education. Price $1.50

To be used by: AV personnel, teachers, counselors, project directors.

Purpose: To provide school districts a resource list of materials available from the Career Education Library at SFCC.

[redacted]

Title: Wallet Reference Guide

Description: This small 2½" x 3½" reference guide includes a five step plan for landing the right job. Also included are helpful hints about selecting a job, finding employment openings, filling out an application, preparing for the interview and others. Sample copy free

To be used by: Job placement specialists, students, counselors, and others interested in placement.

Purpose: To provide students with a small compact aid for securing employment.

[redacted]

Title: The Job Hunting Game

Description: An illustrated sheet providing pointers and hurdles one must overcome to secure a desired job. Sample copy free

To be used by: Job placement coordinators, students, counselors, and others interested in placement.

Purpose: To provide students with an illustrated procedure to secure employment.

CE 009 684

CAREER EDUCATION

Order Your Guides Below From .....

CAREER EDUCATION PROJECT
State Fair Community College
Sedalia, Missouri 65301

ITEM #	DESCRIPTION	QUANTITY	UNIT COST	AMOUN
I.	Career Education Newsletter		Free	.00
II.	C. E. Job Placement Directory		$2.50	
III.	Exploring Jobs Through Project Discovery		Free	.00
IV.	Area High School Senior Results		$1.00	
V.	Results of H. S. Teacher Survey Questionnaire		$1.00	
VI.	Results of Area H. S. Counselors Survey		$1.00	
VII.	Jobs for Students		Free	.00
VIII.	Career Education Elementary Guide K-2		$4.50	
IX.	Career Education Elementary Guide 3-4, Vol. 1		$4.50	
X.	Career Education Elementary Guide 3-4, Vol. 2		$4.50	
XI.	C. E. Junior High 7-9, Social Studies		$2.50	
XII.	C. E. Junior High 7-9, English		$2.50	
XIII.	C. E. Junior High 7-9, Science		$2.50	
XIV.	C. E. Junior High 7-9, Mathematics		$2.50	
XV.	C. E. Junior High 7-9, Vol. 1		$4.50	
XVI.	C. E. Junior High 7-9, Vol. 2		$4.50	
XVII.	C. E. Junior High 7-9, Vol. 3		$4.50	
XVIII.	C. E. Junior High 7-9, Vol. 4		$4.50	
XIX.	Exploring Careers at Town & Country Shoe Co.		Free	.00
XX.	Exploring Careers at Lamy's Mfg. Co.		Free	.00
XXI.	Exploring Careers at Rival Mfg. Co.		Free	.00
XXII.	Career Education Secondary Guide, Vol. 1		$4.50	
XXIII.	Career Education Secondary Guide, Vol. 2		$4.50	
XXIV.	Career Education Secondary Guide, Vol. 3		$5.50	
XXV.	Career Education Secondary Guide, Vol. 4		$4.50	
XXVI.	Career Education Secondary Guide, Vol. 5		$4.50	
XXVII.	Career Education Secondary Guide, Vol. 6		$5.50	
XXVIII.	Job Placement 60 Second Commercials		Free	.00
XXIX.	Communicate		Free	.00
XXX.	Finding a Job		Free	.00
XXXI.	Career Education Brochure		Free	.00
XXXII.	Career Education Course Syllabus		Free	.00
XXXIII.	Follow-up Survey, 1974 Graduates		$2.50	
XXIV.	SWOP Procedures Handbook		$1.50	
XXXV.	Resource List of C. E. AV Library		$1.50	
XXXVI.	Wallet Reference Guide		Free	.00
XXXVII.	The Job Hunting Game		Free	.00

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